

Centre Policy

FOR A/AS LEVELS AND GCSEs FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

In summer 2021, exam boards have asked exam centres to generate, for each subject, teacher assessed grades for their students. These grades should be based on a range of evidence completed as part of the course, including evidence produced in the coming months, which demonstrates the student's performance on the subject content they have been taught. This policy document takes into account all guidance issued by JCQ and reflects the entire process that the school will follow in determining the grades to be awarded for every student in every subject. This policy reflects the individual circumstances of the school and its students.

This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Centre Policy for determining teacher assessed grades – summer 2021: THE COTTESLOE SCHOOL

Statement of intent:

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

Statement of Intent
<p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p>Our intent is to have a clearly defined structure to create a consistent process, to ensure that a broad and balanced range of evidence is used appropriately and consistently for every student in every subject. Challenge is applied at all levels to ensure the assessments and grading are rigorous and robust. Flexibility will also be important as some students have had vastly different experiences over the last two academic years. As such, we will create a holistic approach to ensure that students are awarded grades that reflects evidence of their performance. Teachers will be challenged; Curriculum Leaders will be challenged; SLT will be challenged, by ensuring the following:</p> <p>Thorough measures will be taken to minimise bias by making objective judgements about students’ performance in order to determine outcomes that are as fair as possible:</p> <ul style="list-style-type: none"> • Teacher judgements will be determined by the specific performance of each student in relation to each qualification. • Training will be provided to raise awareness of potential bias, to understand what bias is, (both conscious and unconscious), how to recognise bias, both from ourselves and others and how to prevent bias from affecting any judgments made. • Decisions will be based on evidence and records of student performance in relation to the subject content, and not any other factors, for example, student’s sex, race or ethnicity, religion or belief, socio-economic status, or behaviour. • Teachers will be reflective over the grading process, with opportunities for dialogue and challenge in an open and transparent manner. • Analysis will be conducted to identify any groups of students whose grades may be impacted by bias. <p>. To achieve this, we will ensure that this policy is rigorously adhered to.</p> <p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"> • <i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i> • <i>To ensure the operation of effective processes with clear guidelines and support for staff.</i>

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- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
 - *To support teachers to make 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, Simon Jones, will be responsible for approving our policy for determining teacher assessed grades, so that the head of centre can discharge his distinctive responsibilities which are:*
- *Our Head of Centre has overall responsibility for The Cottesloe School 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.*

SENCo

Our SENCo will:

- *Ensure that students approved access arrangements and all reasonable adjustments are in place to support a student with any assessment that is used to determine a teacher assessed grade.*
- *Provide support for teachers to ensure that students access arrangements are implemented effectively during assessments.*
- *Assessment materials will be appropriately modified for specific students as set out by the awarding organisations.*

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each 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 providing the administrative support, (along with the Data Manager), during the final submission of Teacher Assessed Grades, and for managing the post-results services.*
- *ensure that students and parents have opportunity to raise any special consideration requests through a clear process, and that these are securely recorded and shared prior to the time of assessment and submission of teachers grades.*
- *evaluate the impact of the misfortune and record how they determine the impact and any likely effect on the student's normal levels of attainment.*
- *the examinations officer will provide challenge by ensuring there are no conflicts of interest when awarding Teacher Assessed Grades.*
- *The exams officer will establish and avoid any conflicts of interest for staff involved in teacher assessed grading, for example, where a teacher has a family member within the examination year groups. All potential sources of conflict will be collated and scrutinised to ensure that there are no conflicts of interest*
- *the examinations officer will provide challenge by ensuring that centre staff are vigilant and aware of sources of potential malpractice, (as outlined on page 46 of the JCQ guidance), in the awarding of grades, ensuring that this is raised if identified.*
- *the examination officer will be responsible for reporting any student, (or person acting on their behalf), who tries to gain an unfair advantage, and will contact the awarding organisations if there are any questions or concerns.*

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*

The school calendar has been modified and updated in order to create opportunities for staff training to support teachers making objective judgements for all students in all subjects. This time will be used to ensure that all staff have the necessary support and guidance to create accurate and professional judgements. This will include training on:

- Objectivity and bias
- Making accurate assessments
- Applying special considerations
- Understanding malpractice and avoiding this
- Ensuring access arrangements are applied consistently.

This training will be provided to ensure the following:

- *We 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.*

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*

The school has a small number of NQT and RQT teachers, (equivalent to 8% of our full time teaching staff). These teach a range of GCSE, BTEC and A-Level qualifications. To support them we will:

- *provide mentoring from experienced teachers to NQTs, RQTs and teachers less familiar with assessment.*
- *put in place additional internal reviews of teacher assessed grades for NQTs, RQTs 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.

Evidence will be collected using the following process:

1. *Understanding what has been taught, the recency and the depth in which it's been covered. Content which has been covered fully and in greatest depth will carry more weight than that covered in less depth. The individual learning experiences of those students will be taken into consideration as per the "worked examples" guidance provided by the JCQ, using the assessment records to log any variations or special considerations.*
 2. *Collecting evidence to make a holistic judgement*
 3. *Evaluate the quality of evidence to ensure confidence in the judgement*
 4. *Establish that the range of evidence is suitable for all students*
 5. *Grades will be assigned using the grade descriptions and exemplars provided by exam boards to ensure the quality of the work in relation to the assessment material.*
- *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 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, 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 hasn't been taught.*

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

Subjects will apply weighting to assessments appropriately. We ensure equality by:

- *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.*
- *Heads of Department, in conjunction with teachers, will produce an Assessment Record for each subject cohort. Any necessary variations for individual students will also be shared.*

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.

The purpose of our internal quality assurance is to construct processes to determine appropriate, consistent and fair grades for all students in all subjects.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document and any other material provided by the head of centre.*
- *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*
 - *Making objective judgements, free from bias*
- *We will ensure that all NQTs and RQTs involved in the process are fully supported by experienced subject mentors.*
- *We will conduct internal standardisation across all grades, for example, no assessments will be recorded in isolation, no single teacher will be responsible for grading student work, allocated time will be provided to enable internal moderation of evidence including additional assessment materials provided by the exam boards. CPD and training, using the worked examples will be provided to all teachers prior to the determining of students grades. We will use the hierarchical roles and responsibilities to ensure that consistency and fairness is applied to every grade in every subject, being challenged and justified at each level. We will use historical trends to ensure that any variations are identified and a narrative provided.*
- *We will ensure that the Assessment Records determine how the evidence will be used and will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Leaders at all levels will review and reflect on individual grading decisions for every student in every subject 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).*

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- *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 or other schools where necessary.*
 - *This will be the Assistant Headteacher, Head of Sixth Form for Law and Psychology.*
 - *External moderation of assessments with another school for those subjects.*
 - *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 exams officer will establish and avoid any conflicts of interest for staff involved in teacher assessed grading, for example, where a teacher has a family member within the examination year groups. All potential sources of conflict will be collated and scrutinised to ensure that there are no conflicts of interest*

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 the 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 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).

Information will be provided to students and parents regarding mitigating circumstances and reasonable adjustments. This will include an explanation of the process and a clear deadline by which all possible concerns must be raised with the school. Students and parents will be required to complete a declaration which includes that this process has been outlined to them.

- *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.

Following the period of school closure, the Deputy Headteacher, (Curriculum), undertook a full review of the taught curriculum to establish where sufficient depth of content had been taught to enable grading.

The school has closely monitored covid related absence and had a comprehensive remote and blended learning package for all students to ensure the minimum disruption to learning. All students continued to follow our normal curriculum during periods of full or partial closure. Where curriculum content has not been covered in sufficient depth, assessment has been tailored to accommodate the circumstances of individuals or groups of students to ensure evidence is drawn from a range of sources to enable accurate and fair grading.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- All students will be provided with details of taught content and assessments used in the awarding of students grades. Resources have been provided to students and parents to ensure this has been clearly communicated and challenged.
- All parents and students have been offered the opportunity to raise any concerns over the content that has been taught, or the evidence used. This has been clearly communicated on numerous occasions, to ensure fairness.
- All students will have the opportunity to identify to the centre areas of disruption or loss of teaching to ensure that assessments are made fairly.
- Alternative assessment opportunities will be provided in order to show what the candidates know, understand, or can do, in an area of content that has been taught, but not yet assessed.

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.

The school has clearly and transparently communicated the process and steps it will take in order to create accurate and robust teacher assessments. This includes training and material for all staff on understanding bias and how to make objective judgements. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Previous school data will be used to reflect and where necessary challenge teachers and departments to ensure that it fulfils its duty to promote equality and avoid discrimination. We will use school data from 2017-19.

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.*
- *Using previous school performance data, staff at all levels will supported to reflect and review judgements in line with previously available data from 2017 to 2019.*

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*

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process. This will include:

- *Teaching staff will not make any judgements in isolation*
- *Grading decisions will be reviewed and reflected upon throughout the process.*
- *Data from previous years will be used as a reference point to identify patterns, by student group, to ensure objectivity that is based upon evidence.*

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to record decisions and to retain 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.

All teacher assessed grades will be based on evidence that reflects the students' performance in relation to the assessment criteria provided by each awarding body, taking into the account the level of control and recency of each assessment.

All students will be required to declare that any evidence used in their grading is their own work and that no inappropriate levels of external support have been received. Students will also be required to declare that they only been assessed on taught content.

Where any evidence is identified as not being authentic, the school will report all incidents that constitute malpractice to the appropriate awarding organisation using the JCQ M1 form. The school has clearly communicated that it is unacceptable for parents, or individuals acting on the behalf of a student, to apply pressure to the school, or its staff. The school keep clear records of such incidents and will act accordingly.

Continued harassment of staff will be reported to the relevant awarding organisation, using the JCQ M1 form.

Robust mechanisms, which will include:

- *Student, parent and staff declarations*
- *The environment in which the assessment evidence was generated*
- *Appropriate access arrangements provided*
- *The quality assurance in place to ensure that the assessments used meet the requirements of the specification*

These 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.

- *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 <https://www.jcq.org.uk/exams-office/malpractice/> 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
<p><i>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.</i></p> <p><i>Parents and students have been informed that staff will not be able to share the teacher assessed grade that is submitted to the awarding bodies. Staff have been clearly informed that the range of evidence being used to support grading is transparent and shared with all parties</i></p> <ul style="list-style-type: none"> ● <i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i> ● <i>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.</i> ● <i>Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.</i>

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
<p><i>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.</i></p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>All staff involved have been made aware of these policies, and have received training in them as necessary.</i> ● <i>Staff will receive training regarding types of malpractice and procedures to follow should they have any concerns regarding any suspected malpractice.</i> ● <i>All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:</i>

- *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.

All staff and parents have been made aware of what constitutes a conflict of interest and have been asked to declare and such incident to the school's examinations officer. These have been recorded, reviewed and appropriate action has been put in place by the head of centre.

- *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 if necessary, the need 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.

The Cottesloe School has a very small number of private candidates who are returning to their former centre to re-sit a qualification, these students are only being assessed on subjects offered at the school. Where necessary we have invited students into the school to complete assessments to support the grading process. We have shared all correspondence laid out in this policy with these students.

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates. Private candidates have the opportunity to submit approved sources of evidence from other educational providers.*
- *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.

As a maintained school we will use, and where necessary, seek out the support of the Local Authority and actively implement any guidance from them

- *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/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.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

The process will ensure that anyone who has an authentic appeal, regardless of who they are, will be treated fairly should an appeal be requested in line with the equalities act 2010.

The school will ensure that clear and transparent communication to students and parents provides them with the necessary information about the school's approach to determining grades, including the evidence we used and an understanding of the standard at which they are performing. This will enable students to raise any concerns over errors or circumstances relating to particular sources of evidence are taken into consideration in advance of the submission of a final grade.

The school will communicate the procedures and the grounds under which appeals may be lodged by the students before the results are issued, to ensure a timely and proportionate response to each individual case is given.

- *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.*