



Vanguard Learning Trust

The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.

Ruislip High School

Centre policy for teacher assessed grades

April 2021

Contents	1
Section 1: Introduction	3
Section 2: Roles and responsibilities	4
Section 3: Training, support and guidance	7
Section 4: Use of appropriate evidence	8
Section 5: Determining teacher assessed grades	10
Section 6: Quality assurance	11
Section 7: Access arrangements and special consideration	13
Section 8: Additional factors	14
Appendix 1: Guidance and information, JCQ and Ofqual	17
Appendix 2: Key dates	18
Appendix 3: School timeline	19

Section 1: Introduction

1.1 Background

On 6th January 2021, Gavin Williamson, the Secretary of State for Education, announced that the summer 2021 GCSE, AS and A-level exam series was cancelled due to the pandemic, in particular the need to close schools to the majority of students at the start of the spring term 2021 ([click here](#)). On 25th February 2021, the Office of Qualifications and Examinations Regulation (Ofqual) confirmed the process for awarding GCSE, AS, A Level and EPQ qualifications in summer 2020 ([click here](#)).

1.2 Statement of intent

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 in line with Joint Council for Qualifications (JCQ) and Office of Qualifications and Examinations Regulation (Ofqual) guidance ;
- the operation of effective processes with clear guidelines and support for staff;
- that all staff involved in the processes clearly understand their roles and responsibilities;
- the consideration of historical centre data in the process and the appropriate decision making in respect of teacher assessed grades;
- a high standard of internal quality assurance in the allocation of teacher assessed grades;
- the centre meets its obligations in relation to equality legislation, in particular the Equality Act 2010;
- all requirements set out by the Department for Education (DfE), Ofqual, JCQ and awarding bodies for summer 2021 qualifications are met; and
- transparent communication with students and their parents/guardians in terms of the centre's policy and procedures in relation to teacher assessed grades, including published guidance.

1.3 Accountability

The DfE has confirmed that schools will not be held accountable in terms of students' outcomes for summer 2021; there will therefore be no published school performance data and Ofsted will not be able to use summer data in relation to teacher assessed grades for any designation judgements.

1.4 Useful and relevant documents

A number of useful documents have been used in order to decide the school's arrangements for the determination of students' grades this summer; they are summarised in **Appendix 1** and have been used as part of the school's training, support and guidance for staff which is outlined in Section 3.

1.5 Timeline and key dates

A summary of the key dates in relation to process are summarised in **Appendix 2**. In terms of school dates, a timeline has been compiled which is outlined in **Appendix 3**.

Section 2: Roles and responsibilities

Staff involved in the determination of teacher assessed grades have a number of key roles and responsibilities in order to ensure that all aspects of the statement of intent are fulfilled.

2.1 Head of Centre

The school's headteacher, Gareth Davies, is the Head of Centre as defined by JCQ and therefore has overall accountability for all aspects of process including adherence to, and full compliance with, the statement of intent. The key responsibilities in order to fulfil this are:

- to approve the policy for determining teacher assessed grades;
- to have overall responsibility for Ruislip High School as an examinations centre;
- to ensure that clear roles and responsibilities of all staff are defined;
- to confirm that students have been taught sufficient content to provide the basis for a grade;
- to confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these are compliant with the guidance on standards provided by awarding bodies; and
- to ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

2.2 Senior Leadership Team (SLT)

All members of the SLT will support the Head of Centre to ensure all aspects of process including adherence to, and full compliance with, the statement of intent, in particular as line managers of departments. A group of three members of the team will take additional responsibility as the senior data team and the responsibilities are to:

- support the Head of Centre in the quality assurance of the final teacher assessed grades;
- provide training and support to all staff involved in the teacher assessed grading process, including additional guidance for newly qualified teachers and those with limited experience of assessing students' examination work;
- ensure staff have time to carry out their duties and understand their role and responsibilities as outlined in the centre policy;
- ensure teachers have the information required to make fair and accurate judgements;
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it;
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by JCQ;
- oversee the process where students are provided with information on the evidence that is being used for each qualification's teacher assessed grade, ensuring that they are given an opportunity to provide mitigation;
- consider and make decisions regarding student special consideration information;
- ensure the summary teacher assessed grades for each course are checked for possible biases, in particular for any matters raised by checking historical data;
- agree the approach for the retention of students' work that is being used as evidence;
- guide curriculum leaders to ensure an effective approach within and across departments, and to authenticate the preliminary outcome for single teacher subjects; and
- ensure a checklist is completed by all subject leaders for each qualification that they are submitting.

2.3 Subject leaders (SLs)

SLs include any middle leaders with responsibility for a specific course at Key Stage 4 and/or 5. They are responsible for evidence that will be used to determine the teacher assessed grades, ensuring all

teachers' judgements are based on a standardised and consistent approach using moderation as part of the internal quality assurance process. Their responsibilities are to:

- ensure all staff within the department follow the departmental approach, as agreed with senior leaders, in order to make consistent judgements about student evidence in determining a grade;
- decide and agree formal assessments and have them proof checked before they are sat by students;
- ensure assessments within the department are conducted under the centre's appropriate level of control;
- ensure there is sufficient evidence, in line with this policy and with guidance from JCQ, to provide teacher assessed grades for every student entered for a qualification within their curriculum area;
- ensure that teachers within their department assign a teacher assessed grade to each student that is a fair, valid and reliable reflection of the assessed evidence available, and that judgements are made based on what each student has been taught and what they have been assessed on, as outlined by JCQ guidance;
- complete a checklist for each qualification that is being submitted by the department;
- produce an assessment record for each subject cohort within their curriculum area, 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, including confirming access arrangements for specific students. Any necessary variations for individual students will also be recorded;
- provide feedback to senior leaders should there not be sufficient evidence for individual students to determine a teacher assessed grade;
- produce a summary of all the evidence for the SLT as part of the student mitigation process;
- ensure all evidence used in the department to justify decisions is scanned and stored in the designated area of the school's drive in line with approach agreed by senior leaders; and
- ensure all staff within the department have a clear understanding of the internal and external quality assurance processes and their role within this.

2.4 Teachers

Teachers will have the responsibility to ensure that they understand the guidance including key documents from JCQ and Ofqual and engage with the school's support, training and guidance. It is imperative that all teachers understand the importance of fair, consistent and objective judgements as well as the need to ensure compliance with procedures so that issues of malpractice and concerns in relation to authenticity do not arise. Teachers' responsibilities are to:

- take part in the training provided by the centre;
- have a clear understanding of the internal and external quality assurance processes and their role within this;
- follow the department and whole-school approach for awarding grades;
- ensure all assessments conducted within class follow the centre's appropriate levels of control;
- ensure there is sufficient evidence, in line with this policy and with guidance from JCQ, to provide teacher assessed grades for every student entered for a qualification within their classes;
- make consistent judgements about student evidence, under the leadership of SLs and SLT;
- ensure that the teacher assessed grade assigned to each student is a fair, valid and reliable reflection of the assessed evidence available;
- make judgements based on what each student has been taught and what they have been assessed on, as outlined by JCQ guidance; and

- store all evidence used to justify decisions in the designated area of the school's drive.

2.5 Special educational needs co-ordinator (SENCo)

The school's SENCo has the responsibility of ensuring compliance with access arrangements for evidence being used to determine teacher assessed grades and decisions in relation to whether or not to include evidence for individual students. The SENCo's responsibilities are to:

- submit all the centre's online access arrangements by 31st March 2021;
- work with SLT and SLs to ensure that access arrangements are in place for formal assessments used to justify decisions for teacher assessed grades; and
- work with the designated members of SLT and SLs to make reasonable adjustments if required. Section 7 provides details on access arrangements.

2.6 Examinations officer

The school's examinations officer's role is to ensure that all the teacher assessed grades are submitted to each awarding body by the deadline, Friday 18th June 2021. In addition, they need to ensure procedures are in place for appeals and that these are shared with staff and parents. The examinations officer will also liaise with awarding bodies and/or JCQ should any concerns arise in relation to malpractice and/or maladministration. The examinations officer's responsibilities are to:

- be responsible for the administration of final teacher assessed grades;
- be responsible for contacting awarding bodies in writing and/or JCQ in relation to malpractice;
- submit any JCQ malpractice if required following advice from the awarding body;
- ensure information on appeals has been distributed to students and parents/guardians before the end of the summer term; and
- manage the post-results services.

Section 3: Training, support and guidance

3.1 Training

Teachers involved in determining teacher assessed grades will engage fully with all training and support provided by JCQ and awarding bodies and will attend centre-based training to ensure consistency and fairness. SLT and SLs will attend relevant training; this includes sessions provided by awarding bodies as well as outside agencies including Association of School and College Leaders (ASCL) and Central Schools Trust (CST). Centre-based training will include training for members of the SLT and SLs on:

- determining teacher assessed grades in summer 2021, including the JCQ guidance, DfE guidance and Ofqual information, with an emphasis on authenticity of students' work as well as consistency and fairness;
- reliability and validity of assessment including unconscious bias;
- department-based training on standardisation and moderation, incorporating the principles in relation to reliability and validity;
- the use of historic data;
- malpractice including awareness of possible reasons and how to report any issues that may arise;
- maladministration, including the need for confidentiality; and
- access arrangements and reasonable adjustments for specific students in relation to JCQ requirements and adherence to equality legislation.

3.2 Support and guidance

Weekly staff briefings, weekly curriculum meetings, twice-termly CL meetings, a twilight INSET and a bespoke INSET day will be used to provide training, support and guidance. Newly qualified teachers (NQTs) and teachers less familiar with assessment will be mentored by experienced teachers within their curriculum area. SLs and SLT line managers will ensure that this includes additional internal checks of teacher assessed grades for NQTs and other teachers as appropriate.

3.3 Objectivity

Staff are aware that objective judgements are made by promoting fairness and minimising bias. SLT and SLs will consider:

- sources of unfairness and bias (situations/contexts, difficult, 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.

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 any subjective criteria, including but not limited to: candidates' positive or challenging personal circumstances; character; behaviour; appearance; socio-economic background; or protected characteristics,
- unconscious bias is more likely to occur when quick opinions are formed.

The school's internal assurance process, outlined in Section 6, will help to ensure that there are different perspectives to the quality assurance process, including the use of historical data and reviewing judgements.

Section 4: Use of appropriate evidence

4.1 Professional judgements

Teachers will make professional judgements based on adherence to the centre's policy with the knowledge of the overarching principles of fairness and consistency. They will have regard to Ofqual's guidance on recommended evidence and further guidance by awarding bodies. Teachers will make professional decisions regarding the use of evidence in order to make a judgement of the grade students are performing at, including considering the content that has been taught, the depth of coverage of that content and the impact of the COVID-19 pandemic and school closures. Students will be assessed only on what they have been taught, ensuring sufficient coverage of the curriculum to enable progression.

4.2 Sources of evidence

JCQ guidance in relation to sources of evidence is clear that *'it is not necessary for every aspect of the specification to be assessed to arrive at a grade'*. All SLs met with designated members of the SLT in March 2021 to discuss evidence to be used, including ensuring that the students have been taught the content in line with the proposed evidence and discussing the conditions under which the evidence was collected. It has been agreed that evidence will include:

- student work produced in response to assessment materials provided by awarding bodies, including past papers, groups of questions or similar materials such as practice or sample papers;
- internal tests and mock exams taken by students over the course of study; these will reflect the specification, follow the same format as awarding body materials, and will be marked in a way that reflects awarding body mark schemes;
- records of each student's performance over the course of study in performance-based subjects such as music, drama and PE; and
- non-exam assessment (NEA) where it typically forms part of a qualification, even if the NEA was not fully completed.

4.3 Formal assessments in summer half term 1

Evidence will include a series of in-class and more formal assessments undertaken in May 2021. These will give students the opportunity to show what they know, understand or can do in areas of the course that have been taught but may not have yet been assessed. These assessments will give students the opportunity to show their standard of attainment towards the end of the course. Assessments may include questions or papers produced as additional assessment materials for 2021 by awarding bodies but will only include areas of the course that have been taught; some questions or tasks may be combined or removed as appropriate. Students who are unable to complete the formal assessments will sit a replacement assessment under controlled conditions upon their return to school.

4.4 Reliability and validity of assessments

All assessments will be checked by designated members of the SLT as part of the internal quality assurance measures, including for any bias as noted in Section 3.3. All formal assessments will be taken with students using their candidate number rather than their name to allow for blind marking as part of the internal quality assurance measures.

4.5 Agreement on evidence

SLs and designated members of the SLT will meet in May and early June 2021 to finalise discussions to ensure the appropriateness of evidence and balance of evidence used to arrive at grades. These decisions will be made taking into account a range of factors including:

- the level of control under which an assessment was completed, for example whether the evidence was produced under high control;
- the ability of the school to authenticate each student's own work;
- when the evidence was produced (more recent evidence is likely to be more representative of student performance);
- what students were asked to do;
- whether students were aware that the work would be used as evidence;
- the limitations of assessing a student's performance when using assessments that have been completed more than once, or redrafted, where this is not a skill being assessed;
- the specification and assessment objective coverage of the assessment;
- the depth and breadth of knowledge, understanding and skills assessed.

4.6 Assessment records

Teachers and SLs will record on the assessment record the full details of the sources of evidence being used and the rationale for the selection, including 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. Retention of evidence is required and is outlined in Section 8.3.

Section 5: Determining teacher assessed grades

5.1 Holistic, objective teacher assessed grades

Teachers will work closely with SLs and SLT to award holistic, objective, teacher assessed grades, ensuring adherence to the principles of fairness and consistency. These will be based on evidence which is commensurate with the standard at which each student is performing, ie. their demonstrated knowledge, understanding and skills across the content of the course they have been taught. Teachers will reflect the standard at which students are performing, not their potential. It should be no easier or harder for a student to achieve a particular grade this year compared to previous years, with the exception of 2020. However, students may not have been taught all the content and so might not demonstrate such a broad range of knowledge, skills and understanding.

5.2 Grade descriptors

Teachers will consider the quality of each piece of evidence for each student in relation to the grade descriptors and exemplification material provided by awarding bodies. Grade descriptors are general statements that give a high-level reflection of student performance characteristics. They are based on the assessment objectives for each specification. Awarding bodies have also created grading exemplification for each specification, including student responses from historical examination scripts to illustrate mid-grade performance in previous summer examination series. The exemplification will give examples of the standards that teachers will use to make grading judgements.

5.3 Fairness

Teachers will be given time to use the guidance published by awarding bodies to ensure they have a clear understanding of how to make fair judgements of the standard of each student's performance for each piece of evidence. In order to make balanced holistic judgements, teachers will work with SLs and SLT to consider the portfolio of evidence for each student, considering

- the coverage of content as well as assessment objectives;
- the level of control for each piece of evidence;
- the authenticity of the work;
- the level of control of marking and standardisation, ie. if awarding bodies had provided mark schemes;
- and grade boundaries for that piece of evidence.

5.4 Authenticity

Evidence gathered in conditions that enable confidence about the authenticity of students' work will give more confidence in the overall holistic judgement. Similarly, more recent evidence is likely to be more representative of student performance. Teachers will need to confirm that they are confident that any evidence being used prior to the formal assessment period noted in Section 4.3 is definitely each student's own work.

5.5 Consistency

Professional experience and judgement will form a key part of this process. Teachers are not making grading decisions in isolation. The centre's internal quality assurance process will ensure that standards are appropriate and all grades will be signed off by the Head of Centre. As far as possible, teachers will use the same types of evidence to form a judgement across the cohort. For tiered GCSEs, grades will reflect the tier of entry for each student. Students whose evidence does not meet the minimum requirements for grade 1 (GCSE) or E (AS/A Level) will be graded unclassified (U).

Section 6: Quality assurance

6.1 Internal quality assurance

This subsection provides information on the roles and responsibilities of key staff in relation to internal quality assurance. The central tenet of internal assurance is that there are procedures in place to check, and amend if necessary, the adherence to the centre's policy, the reliability and validity of evidence being used and the fairness and consistency in determination of the students' teacher assessed grades within and between subjects.

6.1.1 Teachers' roles and responsibilities

All teachers involved in the process of determining teacher assessed grades will read this policy and sign to show they have read and understood its contents. As noted in Section 3, teachers will be provided with training and support to ensure they take a consistent approach to marking evidence, applying the use of grading support and documentation, and arriving at teacher assessed grades.

6.1.2 SLs' roles and responsibilities

SLs will use weekly department time and twilight INSET time to ensure that all work being used as evidence is standardised and moderated within their curriculum area. An extra INSET day has been allocated in early June 2021 to allow for teachers to meet with SLs and SLT to discuss the agreed evidence for each student and justify the rationale for awarding a grade. The assessment record will form the basis of internal standardisation and discussions between teachers and SLs to agree the awarding of teacher assessed grades. SLs and designated members of the SLT will conduct internal standardisation across all grades. As well as using historical data to check for possible biases, the final summary teacher assessed grades will also be checked.

6.1.3 SLT's roles and responsibilities

Where necessary, SLs and SLT will review and reflect on individual grading decisions and, where appropriate, will amend individual grade decisions to ensure alignment with the standards outlined by awarding bodies. In relation to objectivity, SLT will consider the range of evidence for students, ensuring adherence to Ofqual guidance so that the following have all been done consistently and correctly:

- Decisions have been solely based on the evidence in relation to a student's performance and have not been influenced by factors such as protected characteristics, work ethic, behaviour, etc.;
- Teachers are aware of unconscious effects on objectivity and steps have been taken to minimise any bias;
- Historical data has been used to identify possible bias;
- Judgements have been through a review process in terms of moderation and the school's SENCo has checked all access arrangements and any reasonable adjustments.

6.1.4 Moderation

Moderation will happen as part of each subject's internal assurance process. For subjects that have single teachers, cross-moderation will take place, either with the Trust's partner secondary school or another secondary school. In addition, marking assessments and determining grades for single-teacher courses will be reviewed by the SL and/or a designated member of the SLT.

6.1.5 Historical data

Grades awarded to students in past summer series where exams took place (ie. 2017, 2018 and 2019) will be compiled and shared with SLs once teacher assessed grades have been determined, taking into account potential mixtures of A*-G and 9-1 grades in GCSE. Where required, the Ofqual guidance to convert legacy grades into the new 9-1 scale will be used. These will form part of internal quality assurance for comparative purposes, taking into account the size of cohorts year-on-year, the

stability of the centre's overall outcomes year-on-year and the subject and centre-level variation. Designated members of the SLT will use this data for comparative purposes, including looking at particular subjects and groups of students, including those with protected characteristics. Should there be cases where there is significant divergence from the qualifications-level profiles attained in previous examined years, the Head of Centre will prepare a succinct narrative which will address the reasons for this divergence and this will be available for subsequent review.

6.1.6 Declaration

Each grade will be signed off by at least two teachers in that subject, one of whom will be the SL. Where there is only one teacher in the subject, the Head of Centre will be the second signatory.

6.2 External assurance

All staff involved are aware of the awarding bodies' requirements for external quality assurance as set out in the JCQ guidance (click [here](#)). The school will comply fully with any virtual visits as well as sampling of evidence. All student evidence and records in relation to determining grades will be kept securely and made available for review as required. Instances where student evidence used to determine teacher assessed grades is not available, for example where the material has been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation. The school will make the necessary arrangements to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the external quality assurance process. Staff are aware that a failure to respond fully and effectively to additional requirements may result in further action by the awarding bodies, including the withholding of results.

Section 7: Access arrangements and special consideration

7.1 Access arrangements

Where students have agreed access arrangements or reasonable adjustments in place, the SENCo and SLs will work together to ensure that these arrangements are in place for the formal assessments outlined in Section 4.3. Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, the SENCo and Deputy Headteacher will discuss the evidence with the teacher and SL and either remove that assessment from the agreed evidence or, where to do so would disadvantage the student, consider if special consideration can be applied or the evidence can be retained as part of the student's assessment record.

7.2 Special consideration

To ensure consistency in the application of special consideration, the senior leaders with responsibility for this part of the process will ensure full compliance with the JCQ's guidance ([click here](#)). Special consideration requests will not apply in the usual way this summer because students will not be taking exams. Where illness or other personal circumstances might have affected performance with the evidence used in determining a student's standard of performance, this will be taken into account. Any necessary variations will be recorded as part of the assessment record.

7.3 Students' awareness of evidence being used

Students will be made aware of the evidence to be used to determine teacher assessed grades for summer 2021. They will be provided with an opportunity to provide any information that they believe could be grounds for special consideration. The school will fully comply with the guidance in terms of only sharing the types of evidence not students' grades.

Section 8: Additional factors

8.1 Addressing disruption/differential lost learning (DLL)

Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student. Special consideration cannot be applied because of DLL. Should there be a situation where a student could not attend school due to self-isolation linked to COVID-19, this will be reflected in the choices of evidence used rather than in the grade given. This will be recorded on the assessment record.

8.2 Recording decisions and retention of evidence and data

Teachers and SLs will use the assessment record to maintain records that show how the teacher assessed grades process operated, including the sources of evidence used for determining grades and the rationale for decisions in relation to individual marks and grades. This will include documenting any exceptional circumstances for students, such as if a student's evidence is different from the subject cohort and the rationale for that. 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. Where student work completed before March 2021 is no longer available, appropriate records, such as copies of mock examination papers and spreadsheets recording individual student marks, will be kept. The centre's obligations regarding data protection legislation will be complied with.

8.3 Authenticating evidence

Teachers will discuss the evidence to be used to determine teacher assessed grades with SLs and this will be agreed with designated members of the SLT. One of their responsibilities as noted in Section 2.4 is to provide assurance of the authenticity of students' work completed before the formal assessments. Only evidence which teachers, SLs and SLT are confident is the student's own work will be used, such as internal tests or assessments. Awarding bodies will investigate instances where it appears evidence is not authentic. The school will follow all guidance provided by awarding bodies to support these determinations of authenticity.

8.4 Confidentiality

All staff involved in the process are aware of the need to maintain the confidentiality of teacher assessed grades. All teachers understand the centre's requirement to share details of the range of evidence on which students' grades will be based as outlined in Section 7.3, while ensuring that details of the final grades remain confidential.

8.5 Malpractice and maladministration

Staff 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 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 bodies during the external quality assurance and appeal stages; and
- failure to keep appropriate records of decisions made and teacher assessed grades.

Staff are aware that any attempt by students or their parents/guardians to gain an unfair advantage or to influence grade decisions must be reported to the DHT and that such incidents may be considered malpractice. The consequences of malpractice or maladministration are published in the JCQ guidance ([click here](#)) and any student who is alleged or proven to gain an unfair advantage will be reported to the relevant awarding body using the JCQ M1 form. Students and parents/guardians have been advised of this by the Headteacher as part of regular updates.

8.6 Conflicts of interest

To protect the integrity of assessments, all staff involved in the determination of grades must declare on the provided school form any conflict of interest such as relationships with students to the Head of Centre for further consideration. The Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with JCQ guidance ([click here](#)) and will carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

8.7 Private Candidates

The centre is accepting private candidates where the candidate has previously attended the school, for example students retaking qualifications from previous years. The arrangements for assessing private candidates to arrive at appropriate grades are identical to the approaches used for internal candidates. Where it is necessary to use different approaches, the JCQ guidance on private candidates will be followed and any divergences will be recorded on the appropriate class/student documentation. In undertaking the review of cohort grades in conjunction with centre results profiles from previous examined years, the grades determined by the centre for private candidates have been excluded from analysis.

8.8 Results

All staff are 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 have been made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to students. This will include staff available to offer advice, guidance and support to students on receipt of results, including advice on the appeals process in place in 2021. Appropriate staff will be available to respond promptly to any request for information from awarding bodies to enable such issues to be swiftly resolved. Parents/guardians and students will be made aware of arrangements for results days which will be dependent on government guidance in August 2021.

8.9 Appeals

The SLT and school's examinations officer will ensure all the arrangements for, and the requirements of, appeals for summer 2021 teacher assessed grades are in place as set out in the JCQ guidance ([click here](#)), including capacity of staff to check the school's assessment records. The school's examinations officer is responsible for ensuring that the JCQ guidance ([click here](#)) and school forms are shared with students and parents/guardians before the end of the academic year. The SLT will ensure staff are available on results days to guide students regarding the stages of appeal, including obtaining the written consent to initiate appeals, including their awareness that grades may go down as well as up on appeal.

8.9.1 First stage

Appropriate staff will be available to ensure the swift and effective handling of the first stage of the appeals process, to check if an administrative or procedural error has occurred and to ensure the timely submission of appeals to awarding bodies, including any priority appeals. The SLT will have access to all subjects' assessment records in order to expedite the process.

8.9.2 Second stage

The second stage involves the student asking the centre to appeal to the awarding body that will check if processes have been followed and if the grade is a reasonable exercise of academic judgement. In order to support students with the decision to appeal, they will be provided with:

- The centre's policy for the determination of teacher assessed grades;
- The sources of evidence used to determine their grade along with the associated marking; and
- Details of any specific circumstances that have been taken into account as noted in the assessment records.

8.9.3 Ofqual's Exam Procedure Review Service (EPRS)

A student or centre can appeal to the EPRS if they believe an awarding body has made a procedural error in order that the processes are reviewed.

Appendix 1: Guidance and information, JCQ and Ofqual

JCQ

This is the suite of JCQ documents published [here](#):

- Centre Guidance (JCQ Guidance on the Determination of Grades for A AS Levels and GCSEs Summer 2021) ([click here](#))
- Student Guidance (JCQ Guidance for Students and Parents on Summer 2021) ([click here](#))
- Centre Policy (Summer 2021 JCQ Guidance - Centre policy) ([click here](#))
- Assessment Record (Summer 2021 JCQ Guidance - Assessment Record template) ([click here](#))
- Head of Department Checklist (Summer 2021 JCQ Guidance - Head of Department checklist) ([click here](#))
- Centre Policy Summary Form (Summer 2021 Centre Policy Summary Online Form) ([click here](#))
- A/AS Level Grade Descriptors (Summer 2021 Grade Descriptors A-AS Levels) ([click here](#))
- GCSE Grade Descriptors (Summer 2021 Grade Descriptors GCSE) ([click here](#))
- Worked Grading Examples (Summer 2021 JCQ Guidance – Worked Examples) ([click here](#))
- Private candidates (Summer 2021 Private Candidates – FAQs) ([click here](#))
- Centre guidance for private candidates (JCQ Interim Guidance for Private Candidate Centres) ([click here](#))
- Retention of evidence (Retention of evidence – Summer 2021) ([click here](#))
- Special consideration - summer 2021 ([click here](#))

Ofqual

- Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: ([click here](#))
- Information for centres about making objective judgements ([click here](#))
- Vocational and technical qualifications contingency regulatory framework, COVID-19 Guidance ([click here](#))
- General Qualifications Alternative Awarding Framework ([click here](#))

Appendix 2: Key dates

The key dates are as follows:

- **22 March to 22 April:**

Entry amendments window open for centres

- **31 March:**

Additional Assessment Materials (sets of questions, mark schemes and mapping)

- **12 April:**

Additional support materials (marking exemplification)

- **12 April to 30 April:**

Window for Centre Policy submission via proforma on CAP (Centre Admin Portal)

- **19 April:**

Additional support materials (grading exemplification) and additional sets of questions publicly available

- **19 April to 11 June:**

Awarding organisations review Centre Policies and conduct virtual visits where needed

- **26 April:**

Entry deadline for Private Candidates

- **26 May to 18 June:**

Window for Teacher Assessed Grades submission opens via awarding organisations' respective portals

- **18 June to 16 July:**

Awarding organisations conduct sample checks of evidence (** in exceptional circumstances, sample checks may take place until 23rd July*)

- **10 August:**

A/AS Levels and relevant other Level 3 results day

- **12 August:**

GCSE and relevant other Level 2 results day

- **10 August to 7 September: priority appeals window**

10 August to 16 August: student requests centre review

10 August to 20 August: centre conducts centre review

11 August to 23 August: centre submits appeal to awarding organisation

- **10 August to end October: majority of non-priority appeals take place**

10 August to 3 September: student requests centre review

10 August to 10 September: centre conducts centre review

11 August to 17 September: centre submits appeal to awarding organisation

Appendix 3: School timeline

Aspect	Description	Deadline/key dates
Access arrangements	Submission of online applications	Wednesday 31st March 2021
↓	↓	↓
Training, support and guidance, including submission of centre policy	Agreement on all aspects of the process, including policy and supporting paperwork	Friday 30th April for centre policy Ongoing training throughout summer 1 half term
↓	↓	↓
Formal assessment for Year 11 and 13: summer 1 half term	Agreement on the formal assessments and students and parents informed	End of spring term 2021
↓	↓	↓
Standardisation of teachers' marking of agreed evidence	Agreement on department processes	
↓	↓	↓
Evidence being used	Agreement on evidence being used for each student	
↓	↓	↓
Moderation of teachers' marking, both internal and external	Agreement on external moderation and completion date	
↓	↓	↓
Grade determination	Agreement on each student's grade based on the evidence which has been standardised and moderation with any adjustments agreed and noted in assessment records	
↓	↓	↓
Internal quality assurance by SLT	Internal assurance will be an ongoing process. The teacher assessed grades need to be submitted so that the internal checks can be carried out by members of the senior data group, including comparison with historical data.	

