



MAIDEN ERLEGH
TRUST

**MAIDEN ERLEGH TRUST:
Maiden Erlegh School
Centre Policy**

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

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Centre Policy for determining teacher assessed grades in Summer 2021

Background

Maiden Erlegh Trust has created this Centre Policy for determining teacher assessed grades in Summer 2021 to reflect the guidance issued by JCQ on behalf of the DfE and Ofqual.

Guidance provided in the document:

- [JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021](#)

Other sources of information considered:

- [DfE Awarding qualifications in summer 2021](#)
- [DfE Submission of teacher assessed grades, summer 2021: info for teachers](#)
- [DfE Information for centres about making objective judgements](#)

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 (JCQ) 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:

Trust Lead for Assessment and Reporting - Graham Attridge

- is responsible for creating the policy for determining teacher assessed grades across Maiden Erlegh Trust.
- will ensure that a robust quality assurance process has been produced and is agreed across Maiden Erlegh Trust schools offering public examinations.

Head of Centre

Head of Centre, Mr P Gibson:

- will be responsible for implementing our policy for determining teacher assessed grades in their respective centre.
- has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- 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.
- will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
- will confirm that students have covered enough of the curriculum to be awarded teacher assessed grades.
- Ensure SENCO and Pupil Premium leaders feed into the internal quality assurance process.

Senior leaders and curriculum leaders

Our Senior Leadership Team and curriculum leaders 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 JCQ.
- ensure that at a subject level 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 is recorded centrally.
- ensure teachers have the information required to make accurate and fair judgments.
- work collaboratively with leaders and curriculum leaders across the Trust as directed and where appropriate to ensure external validation.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- liaise with SENCOs and Pupil Premium leads as appropriate to ensure access arrangements are applied as necessary and mitigating circumstances are considered.



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 JCQ, 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.
- ensure that any necessary variations from the agreed subject evidence for individual students will also be recorded centrally.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

Training, support and guidance

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

Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year, including support for Newly Qualified Teachers (NQT) and teachers less familiar with assessment.

- Senior leaders involved in implementing the Trust policy will attend any Trust based training to help achieve consistency and fairness across the Trust.
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the JCQ and the awarding organisations.
- Centres will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- Curriculum leaders will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.



Use of appropriate evidence

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

Use of evidence

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

- Subject leaders will collaborate across the Trust, where possible, to ensure that a consistent and broad range of evidence is used within the same subject so that students can demonstrate their learning of topics taught.
- 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 (where possible) 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 Teacher Judgements expressed as Current Attainment Grades during the course of study published to parents and students in the reports. These are holistic moderated judgements aligned to consistent criteria. These judgements consider all student work including; classwork, homework, formal assessment tasks, Pre-Public Examination's (PPEs)/Prelims. This will include work completed during any periods of remote learning.
- We will use marks gained in formal centre-devised assessments including PPEs/Prelims and planned formal assessments as part of the curriculum.
- We will use marks gained in the Trust-devised summer assessments to be taken between 10 & 21 May that, follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- For Non-Examined Assessments (NEA) we will continue where possible with any internal assessments in order to both support the continued learning and inform results awarded through the alternative arrangements this year, even if this has not been fully completed.
- The use of evidence will apply fairly and consistently for both academic and vocational qualifications at KS4 and KS5 where appropriate.

The Trust will use summer assessments because:

- This gives students an opportunity to demonstrate quality and fuller range of learning over lockdown and since returning to school.
- It will provide further evidence to support school decisions.
- It gives students the longest period of time to consolidate their learning and for teachers to prepare them for an assessment.
- Completion of and preparation for assessments support students into the next phase of education.

The summer assessments:

- Where appropriate, will use examination board materials and mark schemes to support consistency and equality.
- Will be moderated internally Trust wide and use examination board boundaries.
- Will only cover topic areas that staff have delivered to students.
- Will be sat in lessons where possible or supervised conditions as appropriate.
- Access arrangements will be in place.
- Where possible the papers will offer a choice of questions to give students flexibility.

Summer assessed pieces form a part of overall judgement. There will be a desire to replicate examination process. This has been resisted as the final pieces form only a part of the judgement; albeit a significant part.



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

- Curriculum leaders 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.
- Teachers 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.
- Teachers 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.
- Teachers will consider the specification and assessment objective coverage of the assessment.
- Teachers will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments/tasks.
- Teachers will consider the topics covered.

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.

- Teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Curriculum leaders will ensure that at a subject level 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 is recorded centrally and teachers will record where this is not appropriate for a particular student.
- Where appropriate, Trust-devised summer assessments will be sat on the same date within each centre (Table below). Cross-Trust moderation of the marking of these assessments against the examination mark schemes provided will ensure the grades allocated are as consistent as possible.
- All teachers have recorded their Current Attainment Grades, PPEs/Prelims and NEA (where appropriate) centrally. Teachers will record the Trust-devised summer assessments centrally.

KS4

Date	KS4 subject to be assessed
Mon 10 May	Maths, Science
Tue 11 May	Geography, Business
Wed 12 May	English
Wed 12 May (Year 10)	Religious Studies
Mon 17 May	Spanish, French, Science
Tues 18 May	History, German, Drama,
Wed 19 May	Computer Science, Creative iMedia, Food & Nutrition, Economics, Health & Social Care
Thurs 20 May	Maths, Music, Design Technology, PE, Sport.
Fri 21 May	English, Science, Dance



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.

To mitigate the impact of small teams within a centre, we have developed a Trust-wide process which enables subject leaders and teachers to benefit from support from their colleagues.

Timeline and process

Stage	Action	Deadline	Led by
Stage 1	<ul style="list-style-type: none"> Trust wide decision about the principles to be applied in determining the final in school assessments for all examination groups. Consideration of process for Trust wide in-house final assessments including venues, timings, length and number of assessments and remaining DCP grades. 	5 Mar	TLAR/DOSCI in collaboration with HTs
Stage 2	<ul style="list-style-type: none"> Subject leaders collate information about which evidence will be used in the process and propose how the overall mark for each student will be weighted. Subject leaders share their proposed evidence with their Trust counterparts and, where possible, agree the evidence base. Standards/senior leaders agree the evidence subject leaders propose to ensure a fair and robust process. Discussions recorded by standards/senior leaders. 	12 Mar	Standards/ Senior Leaders
Stage 3	<ul style="list-style-type: none"> Share process with key stakeholders <ul style="list-style-type: none"> Governors and Trustees Staff Students and parents (including evidence base and appeals process) 	March	CEO TLAR
EASTER (2 – 16 April)			
Stage 4	<ul style="list-style-type: none"> Curriculum leaders should identify which areas of the curriculum have been taught and assessed well, and which areas may need to be assessed so Headteachers can sign off that the curriculum has been covered. 	23 April	Subject Leaders
Stage 5	<ul style="list-style-type: none"> Students to be invited to state whether they experienced any mitigating circumstances around the evidence base e.g. were they ill or isolating or grieving during PPEs or assessed pieces of work that form the evidence base. 	23 April	Senior Leaders
Stage 6	<ul style="list-style-type: none"> Subject leaders to work collaboratively to produce/ select the final Trust Wide Assessments for their subject area. 	23 April	Subject Leaders
Stage 7	<ul style="list-style-type: none"> Students sit their summer assessed pieces of work in each subject 	10-21 May	Senior Leaders



Stage 8	<ul style="list-style-type: none"> • SENCO and specialist teachers to ensure that no vulnerable students are disadvantaged in the process and suitable adjustment is factored into the awarding process. Decisions to be recorded in the sims marksheets. 	28 May	SENCO
HALF TERM (31 May – 4 June)			
Stage 9	<ul style="list-style-type: none"> • Teachers mark initial sample as soon after the paper as practical • Cross-Trust moderation of sample by subject leaders. • Teachers mark the remaining assessments. • Grade of summer assessed pieces recorded. 	9 June	Subject Leaders
Stage 10	<ul style="list-style-type: none"> • Subjects calculate the overall mark for each student from the evidence base and carefully check the calculations. • Rationale for decisions recorded in writing by subject leaders. 	11 June	Subject Leaders
Stage 11	<ul style="list-style-type: none"> • Discussion with standards/senior leaders regarding calculations to quality assure process and detail. • Discussions recorded by standards/senior leaders. 	15 June	Standards/ Senior Leaders
Stage 12	<ul style="list-style-type: none"> • Moderation of grades by senior leaders using national distributions and understanding of past centre performance. • Final grades agreed by senior leaders and subject leaders where applicable. • Moderation rationale and outcomes recorded in writing by senior leaders. 	16 June	Senior Leaders
Stage 13	<ul style="list-style-type: none"> • Submission of Teacher Assessed Grades to Examination Boards 	18 June	Examination Officers

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

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

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process across the Trust.
- Trust-devised summer assessments will have a sample of marking moderated in line with the examination organisation mark schemes.
- Centres will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- 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).
- 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. (See Objectivity section)



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.

- The Trust will compile information on the grades awarded to our students in past June series in which examinations took place (e.g. 2017 – 2019 where applicable)
- 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 (where applicable)
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- A senior leader 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.

- Subject leaders will be met with to discuss the grade allocations as part of Stage 11 in our process.
- Senior leaders will moderate the subject leader decisions against other data sources (e.g. ALPS and/or FFT) that will help to quality assure the grades we intend to award in 2021 as part of Stage 12 in the process.

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.

Year	Cohort size
2021	277
2020	276
2019	276
2018	277
2017	277



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 consider mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken. See Access Arrangements policy.
- 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.
- Stage 5 of our process involves asking the students if there were any times that 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.
- 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)

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.
- Curricula have been amended to reflect gaps in learning and to ensure that the most appropriate learning was happening during periods of remote provision.
- Each subject has outlined what content has been taught and assessed within the KS4 curriculum. This will include both onsite and remote learning provision.
- <https://www.maidenerleghschool.co.uk/page/?title=COVID+Response&pid=372>

Year	TOTAL number of days learning	Number of days onsite provision	Number of days remote learning	% remote learning
11	172	132	40	23
10	190	156	34	18
9	190	190	0	0
TOTAL	552	478	74	13



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. See [MET Equality Policy](#)

Senior Leaders, Curriculum leaders and Head of 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; and our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

All staff to read: *DfE Information for centres about making objective judgements*

Equality Impact Assessment

All staff have received training as part of the [MET CPD Core Offer](#) which includes an annual GDPR briefing and equalities training every three years with the completion of an online unit via Handsam.

[MET Diversity and Inclusion Actions 2020-2023](#) has become a part of our culture, with the Trust Conference in January 2021 having a key note speaker and all CPD sessions dedicated to this theme. All staff should have attended a training session on [Inclusion and Bias](#).



All staff have received training regarding SEND within their schools and are aware of the student's needs via the Classroom Support Plans. These are regularly updated as necessary. Students who may require access arrangements for examination are tested in accordance with the Access Arrangement Policy found on the school's website.

- [MET Anti-Bribery Policy](#)
- [MET Data Protection Policy](#)
- [MET Data Breach Procedure](#)
- [MET Whistleblowing Policy](#)
- [MET Subject Access Request Procedure](#)



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.

Recording Decisions and Retention of Evidence and Data

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

- The Trust has created a central electronic recording system so that teachers and curriculum 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. See Process and Timeline for details.
- We will comply with our obligations regarding data protection legislation. See [MET Data Protection Policy](#)
- We will ensure that the grades accurately reflect the evidence submitted.
- Where physical evidence of assessment/task has not been retained before 24 March 2021, the subject leader should be able to provide a copy of the assessment/task set and the relevant mark scheme.
- Where an assessment/task has been completed after 24 March 2021 it should be shared with the student for formative assessment purposes, but the physical evidence will be retained by the teacher/centre. This evidence will be able to be made available for internal and external quality assurance processes and for possible appeals.
- Where a student has mitigating circumstances regarding the completion of a piece of evidence used and can provide clear and transparent notes and timelines for representations, this piece of evidence may be removed.
- Access arrangement may not have been in place in assessments/tasks prior to 24 March 2021. The teachers must take a flexible approach to the grades allocated to these tasks.
- Special consideration as a concept does not apply in 2021 as they relate to an examination period. However, any mitigating circumstances after 24 March 2021 will be taken into consideration. Please note that isolation periods relating to Covid does not justify the use of special considerations but instead should be factored into a more flexible approach to the evidence base.



Authenticating evidence

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 have been in place throughout the taught curriculum and will be in place for the Trust-devised summer assessments 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. Mechanisms in place include:
 - PPEs occurring in examination venues.
 - Examination officers storing the PPE papers
 - External invigilators employed to supervise students during PPEs.
 - Assemblies held by the Senior Deputy Headteacher i/c Examinations regarding JCQ requirements during examinations, including plagiarism.
 - Examination policies, including NEA, in line with current guidance.
 - Examination sections dedicated on the school websites.
 - Examination handbooks for students.
 - Access arrangements for students in place as early as possible.
 - Students agree to a code of conduct
 - Conduct and behaviours for learning are part of the Trust Behaviour Policy.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

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 via Staff Bulletin and Staff Briefings of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians and can be found on the school's website in the letters section.

Malpractice

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



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.

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 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 the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider 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.

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.

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. See Timeline and Process.
- 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.

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.
- Teacher assessed grades will not be shared with students until the appropriate results day.
- 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. This will include an independent career advisor.
- 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.

Appeals

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

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.
- Addendum to the MET Complaints Policy updated to reflect the examination process in 2021.
- Guidance on appeals will be sent out by letter prior to the results days.