



bramcote college
sixth form

A member of The White Hills Park Trust



Centre Policy: Bramcote College 6th Form (28200)

Context:

For historic reasons resulting from the formation of the White Hills Park Trust in 2006, Bramcote College 6th Form comes under centre number 28200 which is Alderman White School, however, Bramcote College 6th Form is on the same site as Bramcote College (centre number 28206)

There are currently 45 students in Year 13; in 2017 there were 91, in 2018 there were 81 and in 2019 there were 49 (61 in 2020). This shows that there have been significant changes in numbers year on year (which impacts on the statistical weighting held by each student). This has been partly down to the College's decision to specialise in a narrower range of A Level courses while no longer delivering specific vocational courses, which has raised the average prior achievement of our intake of students.

Centre Policy for determining teacher assessed grades summer 2021: Bramcote College 6th Form (A Level & Level 3 vocational qualifications)

Statement of intent

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

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, *with the use of guidance from Awarding organisations, JCQ, DfE, as well as internal moderation, moderation within The White Hills Park Trust and analysis of data using historic achievement data (2017-19).*
- To ensure the operation of effective processes with **clear guidelines and support for staff.** *This will include regular training sessions for Curriculum & Subject Leaders and class teachers.*
- To ensure that all staff involved in the processes **clearly understand their roles** and responsibilities.
- To support teachers to take **evidence-based decisions** in line with Joint Council for Qualifications guidance. *TAG data collection sheets to contain sufficient data to make thoroughly substantiated decisions and to be reviewed in the context of historic data.*
- To ensure the **consideration of historical centre data** in the process, and the appropriate decision making in respect of, teacher assessed grades. *This will be considered on three levels; the context of student progress and outcomes, the context of prior and current progress within each subject area and within the context of longer term patterns of achievement.*
- To support a high standard of **internal quality assurance** in the allocation of teacher assessed grades. *QA will be completed on a number of scales; department QA of marking (moderation) between teachers who share groups and curriculum / subject leaders, moderation by staff working across the two secondary schools in the WHP Trust. There will be 3 rounds of QA of marks within their historical context for both individual students and subject areas (teacher: CL, CL : SLT, SLT/Head of 6th Form : Head of Centre)*
- To support our centre in meeting its obligations in relation to **equality** legislation. *Teacher training will also cover questions of bias.*
- 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. *This will be reviewed by sharing good practice between our Trust schools.*
- To ensure the process for **communicating to candidates and their parents/carers** how they will be assessed is clear, in order to give confidence. *Communications will be adapted to explain key information to parents/carers and students. TAGs will be a recurring agenda item for our half termly Parents' Forums and will also be discussed at Governors' meetings.*

(Sections in italics have been added to the JCQ draft policy to reflect our actions)

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:

*Annwen Mellors (Headteacher) **Head of Centre** and Jo Cooper (Deputy Headteacher: Data and Exams) and Faye Parker Dennis (Head of 6th Form)*

- *Our Head of Centre & Deputy Headteacher/Head of 6th Form will be responsible for approving our policy for determining teacher assessed grades. This will also be discussed and agreed at a Trust level to share good practice between our two secondary schools.*
- *Our Head of Centre has overall responsibility for the college as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre in conjunction with Deputy Head and Head of 6th Form 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 and Deputy Headteacher/Head of 6th Form will ensure a robust internal quality assurance process (initially outlined on page 1 and in more detail on QA pages) has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Heads of Department (Curriculum Leaders)

- *Jo Cooper will provide training and support for staff. Curriculum & Subject Leaders will have several training sessions outlining: suitable data sources (in line with DfE guidance) and collection, the context for assessment, our internal data collection process, timescales for assessment, data collection, QA and submission.*
- *SLT Line Managers will support the Head of Centre, Deputy Headteacher and Head of 6th Form in the quality assurance of the final teacher assessed grades.*
- *Jo Cooper and SLT Line Managers will ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects. Moderation of marks will be completed between the two secondary schools in our Trust.*
- *Jo Cooper and Curriculum & Subject Leaders will be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it. This will be achieved through rounds of training for Curriculum & Subject Leaders and all teachers.*
- *Curriculum & Subject Leaders will ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade. Department time has been given over to moderated marking using JCQ and Awarding organisation grade descriptors and ensuring that the correct historic grade boundaries are applied when*

appropriate, of a suitable proportion of work, before completing marking of whole class sets of assessments.

- *Curriculum Leaders, SLT and the exams team will ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications. This includes the use of access arrangements. A record will be kept of the specific details of assessments.*
- *Curriculum & Subject Leaders, Jo Cooper and Faye Parker Dennis will ensure teachers have the information required to make accurate and fair judgments. Department time has been given over to moderated marking using JCQ and Awarding organisation grade descriptors and ensuring that the correct historic grade boundaries are applied when appropriate, of a suitable proportion of work, before completing marking of whole class sets of assessments.*
- *SLT Line Managers / Jo Cooper will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Curriculum Leaders' meeting time will be made available to complete this with support and guidance from Jo Cooper.*

Teachers/ Specialist Teachers / SENCo (Mary Kirby in collaboration with Julie Shiels)

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. Staff are well informed about access arrangements and will ensure these are offered in assessments.*
- *The exams team will work closely with our 6th Form Administrator and Head of Year to ensure staff are aware of the access arrangements required to support exams.*
- *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. Staff have received training in this and will follow their Curriculum Leader's plans which have been developed based on additional training sessions.*
- *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 and explained in staff training sessions (using DfE supporting information).*
- *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. Staff have been asked to retain assessment materials and ensure it's available on request for both internal and external QA, as well as in the event of an appeal (June – October availability).*

Examinations Officer

Our Examinations Officer (Tracy Sneddon) will:

- *be responsible for the administration of our final teacher assessed grades (this will be supported by Jo Cooper and Faye Parker Dennis) and for managing key elements of the*

post-results services along with Jo Cooper and Faye Parker Dennis throughout August / September etc.

- Our exams officer is having regular meetings with Jo Cooper to discuss timelines, policy and recording of data which feeds into the TAGs on our data system (Bromcom). Jo Cooper is having regular meetings with the Data Team to ensure that the systems are in place.

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.

Staff Training dates:

All staff including BC6F staff: January 12th, February 9th, March 2nd, May 4th

Curriculum and subject leaders: 2nd February, March 30th (and weekly morning briefing)

BC6F staff only: March 9th and 23rd and May 18th

Training

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

- Jo Cooper and Faye Parker Dennis have attended DfE and ASCL webinars about TAGs
- Tracy Sneddon has attended Awarding organisation webinars about TAGs
- *Teachers involved in determining grades in our centre will be strongly encouraged to attend any centre-based training to help achieve consistency and fairness to all students. This includes making cover available to allow Curriculum & Subject Leaders or subject teachers to attend training sessions. Those who have attended can share knowledge gained with their curriculum teams. Vocational subject teachers will be sharing knowledge gained with our in-school coordinator Tracey White.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations. JCQ guidance for schools has been used to structure a series of training sessions in school for Curriculum & Subject Leaders and subject teachers.*
- *All teachers will participate in all stages of school-based training delivered by Jo Cooper during spring 1 & 2 and summer 1 half terms. Staff will also have weekly updates in staff briefing and weekly Curriculum Leaders' briefings, which provide a forum for wider discussion of TAGs and Q&A sessions.*

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 (1 colleague) and teachers less familiar with assessment (2 colleagues).*

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment; this will be delivered by their Curriculum & Subject Leaders or a suitably experienced member of the team (i.e. colleagues who have been exam markers). Ongoing*

internal QA and department moderation of work will also provide less experienced colleagues with a chance to discuss and develop their marking expertise.

- *We will put in place an additional layer internal reviews of teacher assessed grades for NQTs and other teachers as appropriate. This will be conducted by their Curriculum & Subject Leaders and SLT Line Managers.*

Use of appropriate evidence.

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

A. Use of evidence

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

- *Teachers making judgements will receive training regard the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations. Curriculum & Subject Leaders and their teaching teams and SLT Line Managers will draw up a consistent plan for the evidence which will be used.*
- *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. Staff are aware that this may be called at any point between June and October to cover the full QA and appeals window and will need to be readily and rapidly available.*

Departments will use a suitable range of evidence (as outline by the DfE and JCQ, including supporting materials provided by awarding organisations:

- *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. These may be completed under mock exam conditions and in the classroom context.*
- *We will use non-exam assessment work (NEAs), 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 pieces; this may include 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 PE. This can also be applied to performance-based sections of courses e.g. MFL / English Language.*

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.*

Curriculum & Subject Leaders have been direct to AAMs using the links provided by the JCQ – resources have been reviewed and selected in department meetings. As more materials are uploaded, staff are alerted to this.

Curriculum & Subject Leaders have received training to discuss the ways of ensuring that our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- *We have taken into account 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, which may influence the weighting given to a piece of work.*
- *We will continue to ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the college or college. While this is an ongoing consideration, it will also be reflected upon in our QA.*
- *We will continue to 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.*
- *We will ensure that a suitable range and proportion of the course content is represented within the overall range of assessed work which feeds into the final TAG.*

Department time has been given over to plan the range of assessed pieces of work which will be used to feed into TAGs.

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.

All Curriculum & Subject Leaders and subject teachers have participated in after school training sessions and regular weekly staff briefings to develop a clear understanding of awarding TAGs and the moderation and QA processes followed to draw together final TAGs.

- *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.*
- *Grades will be discussed in a range of contexts: moderation to ensure consistency of marking both within the department and in line with Awarding organisation mark schemes, within the context of the individual student's performance and progress and within the historical context of the subject and the college.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias. This will include summative assessment data and contextual commentary which may be needed to take into account specific circumstances for a small number of students. Commentary may also include if students were close to achieving a higher grade and what evidence there was to suggest that had not achieved it, or if their work just granted them access to a higher grade.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Curriculum Leaders. Any necessary variations for individual students will also be shared. This record will then be reviewed by Curriculum & Subject Leaders and their SLT Line Managers, who will then further review this data with Jo Cooper and Faye Parker Dennis, and finally Jo Cooper and Faye Parker Dennis will review and submit data for QA discussion with Annwen Mellors and then give the go ahead for the Exams Officer to upload (this will also be checked for accuracy by Jo Cooper and the Data Team before final submission).*

Internal quality assurance

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

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

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

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. Staff will have a directed time training session and will be asked to sign an MS Form to confirm attendance and reading this policy and other named policies, as well as whether they need to declare conflicts of interest (which will result in additional documentation needing to be signed).*
- *In subjects where there is more than one teacher and/or class in the department, we will continue to carry out an internal standardisation process. Moderation/standardisation of marking will also be carried out across our two secondary school sites. In smaller departments where one person is responsible for a course we will arrange for standardisation within the wider Trust. A senior member of the Trust (also teaches at BC6F) is QAPE for OCR GCSE History and can be used to QA this process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades. Following staff training, department time has been given over to this and additional time has been made available to standardise marking between our schools. Standardisation has taken place for mock exams in September 2020 and March 2021 and May 2021.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Curriculum & Subject Leaders will also consider TAGs for their subjects in the additional context of historical data. Staff have been provided with data spreadsheets tracking 2017, 18, 19, 20 and the most recent 'snapshot' data to provide this context. Staff are also familiar with using data on entry and progress to inform predictions.*
- *Where necessary, Curriculum & Subject Leaders / SLT Line Managers / Jo Cooper & Faye Parker Dennis 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). This will be fully documented.*
- *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 Trust, allowing for cross standardisation of marking:*
 - *This will be the Line Manager of that subject and their counterpart colleague at our other Trust school. This could also be the afore mentioned QAPE*

- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

Comparison of teacher assessed grades to results for previous cohorts.

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

Comparison of Teacher Assessed Grades to results for previous cohorts

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

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019) and look at patterns and trends over time for both subjects and key groups within the year group, as well. Staff have received a spreadsheet containing this information, which can be used to provide them with context when QA is completed with Line Managers.*
- *We will consider the size of our cohort from year to year – previous years have seen between 75 and 90 students in Year 11, however, this year we have 67 students which will have a significant impact on the statistical relevance of each individual student.*
- *We will consider the stability of our centre’s overall grade outcomes from year to year – 2017 to 2019 has seen a period of improving outcomes for students in most subjects.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process. Data spanning 2017 to 2019 has been tracked to ensure that TAG data is suitably representative of historical trends: staff have been provided with this data by Jo Cooper.*
- *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. We are also gathering supporting data which reflects the specific needs of a group of students in the year group.*

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 have compiled historical data (and shared with staff) giving appropriate regard to potential mixtures of grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy A*-G grades into the new 9 to 1 scale.*
- *Data will be QAed based on individual student progress and performance, as well as in the context of subject trends in performance, whole school trends and group trends. This process will start in the w/c May 17th*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021. Context will be added to the performance of students who have a specific narrative. Achievement on entry to the college will be included.*

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

- *Specific details about the changing nature of our cohort are outlined on the covering page of this document – it refers to variations in size in the year group and a change in policy regarding the courses which we offer in the college, which has impacted on the nature of our cohort.*
- *We are conscious that this year's data represents an unusually small year group which has a very specific make up based on attainment on entry and gender balance.*
- *We have omitted subjects that we no longer offer / where there were insufficient numbers to run the course that year from the historical data.*
- *QA will reflect an understanding of any significant changes in subject classes based on size and the specific educational needs of certain individuals within the cohort.*

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken. Specific access arrangements have been shared with staff on several occasions throughout the course and during the build up to compiling TAGs. This consideration has been discussed as a part of staff training.*
- *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. This consideration has been discussed as a part of staff training.*
- *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. This consideration has been discussed as a part of staff training.*
- *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. We have drawn up profiles to support this group of students with specific learning needs and will record in a similar way any students who are affected by illness etc.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- A small number of students have suffered greater disruption due to the emotional impacts of the COVID pandemic and lockdown, support plans have been put in place to minimise the impact of lost learning opportunities and still allow students to show what they are capable of.
- *The 2020-2021 timetable for a number of students was adjusted to include a weekly 'catch up' sessions with students having access to specific staff and personalised advice.*
- *Students have had access to adjusted timetables where necessary to allow them to attend Year 12 lessons to go over specific areas they may have missed during lockdown 1 to support their progress in Year 13.*
- *A small number of students have suffered greater disruption due to the emotional impacts of the COVID pandemic and lockdown, support plans have been put in place to minimise the impact of lost learning opportunities and still allow students to show what they are capable of. These are available as part of any external QA requests.*
- *Should any students be required to self-isolate during this term, we have been using Teams as our teaching platform in the College for 3 years, so students were familiar with it prior to lockdown, as well as being familiar with live lessons, which have been made available when students were out of college – considerable investments have been made as a part of this policy, so all students are able to lease a Chromebook from the start of Year 12. We have worked with students to offer supporting Wi-Fi access at home where necessary but in and out of lockdown periods.*
- *Assessments are suitably rescheduled to ensure that students are fully prepared before completing assessments.*

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. The specifics of this have been discussed in staff training.

Key points have been discussed as a part of ongoing staff training

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)*
- *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, staff have been made aware of the possibility of teacher assessed grades being required again in 2021, so we have been discussing record keeping etc. since September, with more specific expectations since January once the details of the TAGs procedure was confirmed.*

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

- *There will be internal standardisation of marks both between teachers sharing Level 3 course teaching and curriculum leaders. There will also be cross-Trust standardisation.*
- *In larger departments, teachers regularly mark a selection of assessed work which is randomly allocated and not from their own class. SLT with specific subject specialisms will also mark assessments to minimise bias. In smaller departments colleagues from similar subjects will moderate and discuss marks e.g. Art : Photography. The QAPE in our Trust will be called on for advice when necessary.*
- *Arrangements have been made to standardise and moderate marking across our Trust; this will further support smaller subjects and minimise bias and any variations in marking. This is a regular feature of sharing good practice within our Trust.*

Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

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

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. TAG marksheets have been set up on our data system (Bromcom) which allow staff to input both grades and a commentary to support decision making i.e. if a student is on the border between two grades this will record the process required to come to a decision. Staff have received training and instructions about how to request specific set ups from the data team to avoid the need for data to be entered into TAG record sheets manually, in order to avoid the risk of human error in this process. Staff have been inputting data throughout the course – inputting to be completed by May 14th.*
- *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. Staff have received training and Curriculum & Subject Leaders have given over time to plan this. SLT line managers / Jo Cooper have been available for consultation / further discussion.*
- *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. Our Bromcom TAG marksheets include columns to record QA by Curriculum Leaders, SLT Line Managers Deputy Headteacher / Head of 6th Form and Head of Centre.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted. Staff are aware of the need to maintain a supporting evidence base for all data. Curriculum & Subject Leaders are also going to work with Jo Cooper to look at the historical context of the full data set they are submitting.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Authenticating evidence

D. Authenticating evidence

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

- *Robust mechanisms, which will include ensuring that all Awarding organisation guidelines are followed e.g. for NEAs and ongoing coursework, as well as written exams and ensuring that a suitably significant proportion of assessments counting towards TAGs are exam based / use Awarding organisations supporting materials / are completed under exam conditions / in class with teacher supervision. As a 6th Form we are very conscious of this already due to the broad range of NEA elements which make up Level 3 qualifications and we have an effective system in place.*
- *Whole staff training has included discussion around an awareness of the need to balance homework and school based work and their relative reliability (as well as flagging any work where its authenticity concerns them to SLT / Head of 6th Form). These actions 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 to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

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

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades. As a part of staff training teachers have been told that while they are allowed to feedback on the outcomes of specific assessed pieces, they must not disclose the overall TAG they will be awarding.*
- *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. Parents and carers have been given regular updates about the TAGs process through correspondence and our half termly Parents' Forum throughout the process.*

Malpractice

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

B. Malpractice

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security*
 - *deception*
 - *improper assistance to students*

- *failure to appropriately authenticate a student’s work*
- *over direction of students in preparation for common assessments*
- *allegations that centres submit grades not supported by evidence that they know to be inaccurate*
- *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series*
- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages*
- *failure to keep appropriate records of decisions made and teacher assessed grades.*

- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

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

C. Conflicts of Interest

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

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *All staff will be spoken to about this (and asked to confirm this) and in the case of school staff who may have a conflict of interest, they will receive additional information and be asked to read and sign a Conflict of Interest statement.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if any, 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
<p><i>This section details our approach to providing and quality assuring grades to Private Candidates.</i></p> <ul style="list-style-type: none"> <i>Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates. We have two private candidates who are well known to the college and have ensured that there is an equally strong range of representative supporting evidence available to them. Students are taught by Trust staff.</i> <i>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.</i> <i>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.</i>

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
<p><i>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.</i></p> <ul style="list-style-type: none"> <i>All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance. Staff have also been informed of the 22/04/21 Ofqual announcement regarding this.</i> <i>All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.</i> <i>All student evidence which has been used to determine grades has been retained and can be made available for review as required.</i>

- *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 either paper or electronic copies of student work will need to be sent to Awarding organisations within 48 hours of a request.*
- *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.*
- *Staff have also been asked to keep a full record of moderation or any pieces of work which contribute to TAGs.*

Parents / carers have been updated regularly about the process which has been outlined in this document.

We have held Parents' Forums on November 19th (focussing on actions in place to minimise the impact if Covid, lockdowns, self-isolation etc. and to outline our assessment schedule) February 25th (outlining our response to DfE announcements about TAGs and expectations for staff, students and parents/carers in light of this) and April 29th (to further detail the TAGs process, results, appeals etc.) This information has also been shared in a series of letters emailed to parents, which have been adapted to be sent to students as well and it has been shared with Governors on December 2nd, January 27th, March 24th and May 5th

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
<p><i>This section details our approach to the issue of results to students and the provision of advice and guidance.</i></p> <ul style="list-style-type: none"> • <i>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. Staff are also aware that TAGs cannot be discussed prior to this with students or parents / carers.</i> • <i>Arrangements will be made to ensure the necessary staffing, including exams office, data team and support staff, to enable the efficient receipt and release of results to our students.</i> • <i>Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support (and careers guidance), to students on receipt of their results.</i> • <i>Such guidance will include advice on the appeals process in place in 2021 (see below). Parents/carers and students will receive correspondence outlining grounds and the process and an email address has been sent up to ensure that appeals are kept separate from other correspondence in order to focus on this process.</i> • <i>Jo Cooper with the support of the Data / Exams teams and Head of Centre 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.</i> • <i>Parents/guardians have been made aware of arrangements for results days.</i>

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

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

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *Parents/carers and students will receive correspondence outlining grounds and the process and an email address has been sent up to ensure that appeals are kept separate from other correspondence in order to focus on this process. Jo Cooper, Heidi Gale and the Exams team will have access to this email address with Jo Cooper being the primary point of contact and Heidi Gale maintaining oversight.*
- *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.*
- *Students 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 both through our Parents Forum and in writing.*