



Centre Policy

Outwood Academy Danum

Centre Number - 36235

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

Document control table

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| Document title: | Centre Policy FOR A/AS LEVELS AND GCSES FOR SUMMER 2021 |
| Author (name & job title): | P Smith (Executive Principal) |
| Version number: | V1 |
| Date of last review: | April 2021 |
| Approved by: | |
| Date of next review: | |
| Original Template: | https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-JCQ-Guidance-Centre-policy.docx |

Document History

| Version | Date | Author | Note of revisions |
|----------------|-------------|---------------|--------------------------|
| V1 | 16/04/2021 | PS | |
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Centre Policy

for determining teacher assessed grades in Summer 2021

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 make evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision-making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre - Jayne Gaunt

- *Our Head of Centre, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team, Trust Directors and Heads of Department (HOD)- SLT: Michael Grant, Lee Evans, Denise Godfrey, Michelle Flack, Emily Gatt. Heads of Department and Directors: Jo McDonald, David Reece, Nancy Raynsford, Stacey Atkins, Dave Booker, Adam Singleton, Mark Tanton, Emily Benson, Vicky Rogers, Janine South, Marie Millington, Laura Saunders, Maria Lowry, Emily Root, Ryan Tingle

Our Senior Leadership Team, Trust Directors and Heads of Departments will:

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting. - This checklist was issued to Heads of Department/faculty leads on the 27th April 2021. Access was given to the Teacher Assessed Grade/Assessment Record google sheet on 23rd April. This enables cross checking of securely stored evidence.*

Teachers/ Specialist Teachers / SENCo- Emma Worker

Our teachers, specialist teachers and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*

- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.* - The assessment record is electronically stored with access only given to the Data and Exams Officer, Office Manager, Head of Centre. Senior Data and Exams Officer, SENDCO and Heads of Department((to enable completion of Head Of Department checklist)

Examinations Officer - Sam Gittings

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*

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.* - This will occur during Learning and Performance sessions and Head of Department and SLT meetings, formally and informally and through regular updates through emails with actions and updates from the Head of Centre. Heads of Department and Directors will work with teachers to ensure that full moderation and standardisation takes place and a Google Form will capture responses that ensure all teachers are aware of QCA regulations.
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.* - The Examination Officer regularly emails to alert staff of relevant updates/amendments and guidance documents. These are from Exam boards (WJEC, AQA, OCR, Pearson) Ofqual and JCQ. Staff are actively encouraged to participate in any online training with these awarding bodies and the VP of Deep Learning is ensuring that where training is available by exam boards that at least one teacher per subject area/ exam attends and disseminates this information to colleagues. .
- *Internal L&P sessions will take place within the Academy to ensure teachers and staff are aware of the processes and expectations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *We will identify and provide mentoring to NQTs and Teachers less familiar with assessment, using teachers with considerable GCSE/A Level/BTEC/OCR National experience*
- *Part of this process will involve reviewing Praising Stars data collections as an indication of teacher assessed grades for NQTs and other teachers as appropriate. Standardisation/moderation processes and 'blind marking' exercises will ensure that all data is accurate.*

Use of appropriate evidence

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

A. Use of evidence

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

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be securely retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers. Mini tests and past papers will be used predominantly.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests and assessments taken by students.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

We provide further detail in the following areas:

Additional Assessment Materials

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

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

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home and this will be recorded on the TAG/Assessment Record. However the majority of work used to assess performance will be undertaken in classrooms with teachers and invigilators where access arrangements are in place to ensure the level of control is high in almost all work.*

- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college. This will involve teacher knowledge of that student and their work or a question and answer follow up to submission, to ensure authenticity and teacher/ invigilator oversight of assessment completion. Alternative Provision Students working at home with one to one tutors will be invited into school to complete assessments with invigilators. A letter will be sent home by registered post with a schedule of assessments. Where students do not attend there will be phone calls to parents/ carers and a further exam schedule produced to allow a number of opportunities to engage with the evidence collection process. One to one tutors will support students to prepare them for assessments.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once (eg. when a student has re-submitted a piece of work having had the benefit of feedback and additional time to prepare and therefore achieved a higher mark than their original attempt) or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record on the TAG/Assessment Record, how this evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort. This will be shared with their Head of Departments to facilitate completion of the Head of Department Checklist. Any necessary variations for individual students will be recorded and shared.*

Internal quality assurance

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

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

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

- *We will ensure that all teachers involved in deriving teacher assessed grades receive training and understand this Centre Policy document. The Centre Policy document will be shared with all staff with the opportunity for questions and answers made available. Internal training will occur during our internal Learning and Performance sessions and during Head of Department and SLT Meetings.*
- *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. Time will be made available to do this during our internal Learning and Performance sessions and faculty meetings. Subject directors will blind mark work to ensure standardisation across several different Outwood Academies. Where there are not subject directors and only one teacher teaching the subject, cross academy standardisation will occur- this is particularly relevant to A level classes where cohorts are relatively small.*
- *In subjects where we have Subject Directors, we will utilise their expertise to standardise across academies.*
- *In subjects where we do not have Subject Directors, we will engage in a cross-moderation process with other academies with A level provision. (Outwood Academy Newbold, Outwood Post 16 Worksop, Outwood Academy Adwick)*
- *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.*
- *We will ensure that the TAG/Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre or be part of the cross-moderation process with another appropriate academy.*
- *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.

- *Our Centre will compile information on the grades awarded to our students in previous examination series (ie. 2017 - 2019) and share this with all teaching staff.*
- *Teaching staff will be instructed to use this information in their processes for awarding teacher assessed grades.*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *If our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years, we will bring together other data sources that will help to quality assure the grades we intend to submit in 2021.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualification profiles attained in previous examined years, addresses the reasons for this divergence. This commentary will be available for subsequent review during the QA 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.*
- *We will take account of any other existing data for courses that are new to the centre and do not have historical, exam-based historical data.*
- *We will make use of the academies within the Trust to verify data where required.*

- *2019 GCSE cohort KS2 Average APS was 27.6. Six students were discounted from Centre Performance Data from this cohort due to recently arriving from abroad from a country where English is not a national language.*
- *2021 GCSE cohort KS2 Average Scaled Reading Score is 99 and KS2 Average Scaled Maths Score is 101. Nine students would normally be discounted from Centre Performance Data from this cohort due to recently arriving from abroad from a country where English is not a national language.*
- *2019 A Level cohort KS4 average attainment 8 score prior attainment was 5.2*
- *2021 A Level cohort KS4 average attainment 8 score prior attainment is 5.7*

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.* - Teachers have informed the Exams Officer when these assessments are taking place. The Exams Officer has arranged rooms and separate invigilation accordingly. Teachers and students are signing to say that access arrangements have been in place for each assessment where this is the case.
- *Teaching staff will be informed and reminded of the students to whom this applies and the arrangement/reasonable adjustment that is in place.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, and we are unable to reflect the impact of this as part of the standardisation process, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.* - The Exams Officer, Learning Manager, Inclusion Coordinator, SENDCO, VP Deep Support, Safeguarding Officer and Head of Centre discuss the students' situation to determine if an Access Arrangement /reasonable adjustment is required. Teaching staff are informed of any changes to the students' needs.
- *We will record, as part of the TAG/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.* - The Exams Officer has a google sheet record of any students. Teaching staff are kept updated regularly. Heads of Departments will be given access to this document to assist with the completion of the Assessment Evidence Form.
- *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](#) - Teaching staff will be emailed this document and will be asked if this is understood. A google form will record all teaching staff responses.*

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.
- This may relate to Covid related disruption eg. self isolating due to a positive test during which period they were unwell and unable to participate in live on-line lessons. Some students did not have laptops for a considerable amount of time during lockdown and 30% of year 11 were using mobile phones to link into lessons during lockdown which is not conducive to good learning outcomes.
- A SIMS record record is kept of individual students who have experienced disruption and/or differentiated lost learning, designated by X codes on the registers. All teachers and HODs have access to this information. A percentage X code document has been shared with HODs to allow them to discuss individual cases of disrupted learning with teachers. Additional teaching/ learning opportunities will be offered to these students through mini tests to allow them to catch up and demonstrate their learning and understanding of missed topics. One to one teachers will support students with considerable differentiated lost learning.
- It may relate to other periods of absence through physical and mental health including the involvement of Cahms or Counselling. A few students have been significantly impacted by lockdown or other personal issues and attendance for these students is very low. Assessment materials from the whole period of their study will be used to provide a TAG.
- It may relate to close family circumstances such as long term illness of a family member, bereavement or a terminal diagnosis.
- The dated record will enable teachers to address individual student disruption/DLL in the awarding of the teacher assessed grade.
- Separate RAG meetings for all year 10, 11 and 13 students ensure that teachers and Heads of Department are aware of lost learning/ DLL/ disruption for all students they are assessing. These meetings are also attended by the EWO, SENDCO, Learning Manager, Inclusion Coordinator, SLT and Head of Centre.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);*
- *how to minimise bias in questions and marking (and hidden forms of bias); and*
- *bias in teacher assessed grades.*

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware, during our internal Learning and Performance training sessions that:

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed*

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

- *As a Trust, we have access to additional sources for standardisation such as access to subject directors and collaboration between academies*
- *Our internal practices will include opportunities to limit bias and every teacher will take action to limit unconscious bias and be able to provide evidence of this when justifying their teacher assessed grades.*
- *Suggested approaches shared with staff are :-*
 - i Name blind marking of a summative assessment.*
 - ii Marking -by -question across a number of teachers so that more than one person assesses the work as evidence.*
- *The JCQ examples of the type of evidence a centre may use has been shared with teaching staff and provides worked examples for students with different scenarios.*
- *We expect the final agreement on the teacher assessed grade to be arrived at following full agreement from the Head of Centre, Subject Director, Head of Department, inclusion team (where appropriate) and most importantly, the subject teacher.*

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements for recording decisions and 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. This information will be electronically and securely stored as an integral part of the TAG/Assessment Record.*
- *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. (TAG/Assessment Record and student subject folders)*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Authenticating evidence

D. Authenticating evidence

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

- *Robust mechanisms, which will include internal testing and comparison of external assessments, 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.*
- *Teachers will take into account the level of control in place for the assessment opportunity (high, medium, low) and record this for any evidence used in the awarding of the teacher assessed grade in the TAG/Assessment Record.*
- *External mini-tests are utilised, and standardised, across the Trust to add a greater level of reliability.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. Should this be required, 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.*
- *They are aware that it will be deemed malpractice to share the teacher assessed grade with a student/parent or any other third party ahead of the formal results day.*
- *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. This has been shared in Heads of Department Meeting, SLT meetings and through Learning and Performance Time.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians. A letter was sent to parents on 16th April 2021.*

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;*

- o centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - o 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 teaching 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 have been asked to complete a google form following the L & P session delivered on the 27th April 2021 and an email issued on 25th April 2021.*
- *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.*
- *This appropriate action to manage any conflicts of interest will mean carefully considering 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.

One academy in each of the Trust's regions has agreed to accept private candidates.

- Central Region - Outwood Grange Academy
- Northern Region - Outwood Academy Bishopsgarth
- Southern Region - Outwood Academy City

A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical, where possible, 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.*
- *Our centre currently has no private candidates entered for examinations.*

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the Teacher Assessed Grade/Assessment Record and in the individual Student Subject Specific evidence overview folder.*
- *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. In this instance the Head of Centre, Exams Officer and VP Deep Experience will change the process and policy as directed, updating the teaching staff of any updates.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week. Results day information has been issued to all staff via email.*
- *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. All available support staff will be assigned a specific role to ensure the smooth processing of results and issuing to students in a timely and effective manner.*
- *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. Support and teaching staff will be available both on results day and the following day. CareersInc will also be present on site / remotely on results day.*
- *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. The Exams Officer will be the lead member of staff regarding any requests for information from awarding bodies.*
- *A detailed log of requests for information from awarding bodies by students will be kept centrally and maintained by the Exams Officer.*
- *Parents/guardians have been made aware of arrangements for results days. A letter will be issued outlining the arrangements for results day along with further information regarding the Appeals Process. A booklet has been shared with students outlining the appeals process.*

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**. This has been emailed to all staff by our Exams Officer.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements. A record of evidence is available for all students, for all of their subjects. The evidence will be stored securely either in hard copy format or electronically ensuring easy retrieval of required evidence.*
- *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. All staff have been issued with the JCQ guidance via email.*
- *Learners have been appropriately guided as to the necessary stages of appeal. An information document will be shared with students prior to issuing results.*
- *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. Students will be identified prior to results day if they are at risk of not achieving the grades required for their university or Post 16 place of study.*
- *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. A consent form will be issued to each student in their results envelope along with a reminder of the process;*
- *Appropriate information on the appeals process will be provided to parents/carers. A letter will be sent home during the 2nd half of the summer term outlining the process for appeals.*