



**Teacher Assessed Grades
Centre Policy
For Summer 2021**

Beacon High, Hilldrop Road, Islington, N70JG

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**Head of Centre: Alan Streeter
Centre Number: 10324**

Centre Policy for determining teacher assessed grades in Summer 2021

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

Centre Policy for determining teacher assessed grades – summer 2021:

Beacon High - Centre Number 10324

Statement of intent

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

Statement of Intent
<p>This section provides details of the purpose of this document, as appropriate to our centre.</p> <p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"> ● <i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across subjects.</i> ● <i>To ensure the operation of effective processes with clear guidelines and support for staff: no individual teacher will work in isolation or be solely responsible for any teacher assessed grade awarded at Beacon High.</i> ● <i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i> ● <i>To support teachers to make evidence-based decisions in line with Joint Council for Qualifications guidance that are fair, consistent and objective and take into account different types of student evidence.</i> ● <i>To ensure the consideration of historical centre data, including the changing cohort profile and outcomes, in the process, and the appropriate decision making in respect of, teacher assessed grades.</i> ● <i>To support a high standard of internal quality assurance in the allocation of teacher assessed grades through a shared timeline of directed time meetings and support periods.</i> ● <i>To support our centre in meeting its obligations in relation to equality legislation.</i> ● <i>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.</i> ● <i>To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence in the awarded grades.</i>

Roles and responsibilities

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

Roles and Responsibilities

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

Head of Centre

- *Our Head of Centre, Alan Streeter, will be responsible for final approval of our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Beacon High as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined and shared explicitly in conjunction with the Deputy Headteacher.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the quality assurance 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 developed and signed-off by all relevant colleagues in advance of results being submitted.*

Senior Leadership Team and Heads of Faculty/Department

Our Senior Leadership Team and Heads of Faculty/Department 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. Two of these colleagues will agree and sign off the teachers assessed grades in each subject, as a minimum.*
- *Be responsible for ensuring that staff have a clear understanding of the internal and external quality assurance processes and their role within it, including key dates in the centre timeline.*
- *Ensure that all teachers within their faculty/department make consistent judgements about student evidence in deriving a grade.*
- *Ensure that all staff conduct appropriate assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *Ensure that teachers have the information required to make accurate and fair judgments, including the JCQ Grade Descriptors for their subject.*
- *Ensure that a Head of Faculty/Department Checklist is completed for each qualification that they are submitting.*
- *Complete a Subject 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 in this record. These Subject Assessment Records will be shared with teachers within each subject and Heads of Faculty/Department will ensure agreement from each Year 11 teacher to this record.*
- *Three staff working in SLT and Middle Leadership have undertaken the CIEA - Chartered Assessors in Education Certificate and successfully passed this to support ongoing discussions about assessment.*

Teachers/Specialist Teachers/SENDCo

Our teachers, specialist teachers and SENDCo will:

- *Ensure that they conduct appropriate assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy, Subject Assessment Record 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 grades they assign, in collaboration with their Head of Faculty/Department or SLT Line Manager, to each student is a fair, valid and reliable reflection of the assessed evidence available for each student. This evidence will form a holistic overview of each student's performance.*
- *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 in the Subject Assessment Record.*
- *Contribute to the Subject 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.*
- *The SENDCo will ensure that all Year 11 teachers are aware of EAA and the details of this are provided for Subject Assessment Records.*
- *Securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *If teachers are also Form Tutors in Year 11, they will be responsible for sharing key information, guidance and support, as directed through Tutor Times and for the completion of the Student Declaration Forms.*

Examinations Officer

Our Examinations Officer will:

- *Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *Be responsible for disseminating key information that is received from awarding organisations to relevant staff.*

Governors

A Governor for Beacon High will:

- *Attend a briefing to gain understanding of the work being undertaken by leaders and teachers, now and over the coming weeks, as part of the summer grading process. The briefing will aim to explain the process and its implications, including making governors aware of the likely 'noise' around results days and the appeals process.*

Students

Our Year 11 students will:

- *Sign and agree to a Candidate Declaration Form to confirm that their learning is authentic and that the school has communicated all necessary information to them throughout the process.*

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.*

- *All staff 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 Joint Council for Qualifications and the awarding organisations.*
- *Teachers attended training focused on Unconscious Bias at the start of the academic year and this was led by Local Authority colleagues in Islington.*
- *A series of Middle Leaders meetings have taken place to ensure understanding of the JCQ guidance and how to determine fair, consistent and objective teacher assessed grades.*
- *Teacher assessed grades feature on all department meeting agendas and each Department has had a directed time moderation meeting twice per half term since January 2021. This meeting focuses on our internally designed Moderation Flowchart: assessment planning; moderation practices and reviewing the data.*
- *Teachers also attended internal CPD focussing on marking and providing feedback in Google Classroom. For example, how to create an online using the 'Rubric' function to support the use of GCSE mark scheme.*
- *Three staff working in SLT and Middle Leadership have undertaken the CIEA - Chartered Assessors in Education Certificate and successfully passed this. A further two colleagues are now signed up to also begin this certificate and two colleagues are moving onto the Diploma level.*

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 provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. This will include dedicated mentoring time and training as part of the NQT Professional Studies programme.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *NQTs have attended internal training to improve the quality of marking and feedback practices, as well as how to best support their Curriculum's Long Term Mapping which is linked to end of unit assessments and assessment objectives.*
- *We will schedule additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate through the Faculty/Department's SLT Line Manager and/or NQT Mentor.*
- *No teacher assessed grades will be entered in isolation; NQTs will be supported either through their SLT Line Manager or NQT Mentor.*

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 available and used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals. There is an understanding that evidence of learning before the 24th March may not be available as it may have been returned to students.*
- *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; there will be additional evidence also used as evidence.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed for relevant courses.*
- *We will use student work that has been 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.*
- *It is understood that a range of evidence will be used, drawn from those detailed above and also including class and homework to ensure that the evidence is as broad as possible and shows sufficient coverage of the specification, content and assessment objectives.*
- *We will use substantial class or homework (including work that took place during remote learning and via remote learning platforms such as Google Classroom, GCSEPod, MathsWatch and ActiveLearn).*
- *We will use mock exams that were completed in November 2020; these did not always include every paper for every qualification.*
- *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 and as recorded in our internal performance tracker.*
- *Teachers will determine the grades as late in the academic year as is practicable, to enable teaching to continue for as long as possible. However a period of two weeks is required prior to the deadline of the 16th June 2021 for final quality assurance and data checking exercises, as well as the submission of teacher assessed grades to awarding organisations.*
- *As advised in the guidance, the school should use a broad range of evidence, and keep this evidence secure until a period of time has passed following the appeals process timeline, across the taught content to determine the grades before submitting the grades to the exam boards. There is an understanding that some evidence may not now be available as it has been shared with or returned to students.*
- *Each subject area, since the 24th March 2021, has agreed on a number of internally set assessments, following an analysis of their specification coverage and have agreed upon content and assessment objectives that should now be assessed in face to face learning conditions. The majority are exam board questions that students will undertake up until the 28th May 2021. These assessments cover a range of assessment objectives that have been taught and allow a consistent and fair TAG to be awarded for each student based on that assessment evidence.*
- *We have communicated with students, parents/carers about the range of evidence that will be used to award TAGs.*
- *To complement and further support teacher assessed grades, alongside the detailed assessments, the substantial class and homework completed since the 24th March 2021 has been retained to support the TAGs awarded.*
- *In terms of an appropriate balance of evidence, more weighting has been given to the mock exams taken in November 2020 and the assessments undertaken from the 24th March 2021; these current assessments have more weighting as they are completed in a face to face learning environment that is more controlled. We are also conscious of*

assessing only what has been taught throughout the specification as the guidance stipulates. We are triangulating our judgments alongside prior achievement since the start of the course, substantial class and homework and evidence of learning completed remotely on various platforms.

- *No individual teacher will work in isolation or be solely responsible for any teacher assessed grade awarded.*

We provide further detail in the following areas:

Additional Assessment Materials

- *Where needed, 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.*
- *Where needed, 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.*
- *Where needed, we will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *Where needed, 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.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within Beacon High. If we are not confident that the work is authentic this will be addressed as per the details provided below.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
- *Each subject area has completed an analysis of their specification coverage. They have considered carefully the knowledge and skills that students should have acquired and developed throughout the course.*
- *Each subject area, since the 24th March 2021, has agreed on a number of internally set assessments, the majority are exam board questions, that students will undertake up until the end of May 2021. These assessments cover a range of assessment objectives that have been taught and allow a consistent and fair teacher assessed grade to be awarded for each student based on that assessment evidence.*
- *The mock examinations that took place in November 2020 were all past exam board (awarding organisation) papers and all students in each subject were assessed on the same criteria and standards for those papers.*
- *All SLT Line Managers have undertaken quality assurance meetings with Heads of Faculty/Department to check and agree the assessment design, marking and review processes as per our internal Moderation Flowchart.*
- *Teachers have ensured that assessment is set the same way for all classes and that the same materials/resources have been available to support the teaching.*
- *Teachers have used exam board exemplar answers and papers to support any assessments*

undertaken and used these materials as benchmarks to guide moderation processes within the subject. They are also using the JCQ Grade Descriptors to support grading, standardisation and moderation processes.

- *Moderation has also included anonymisation (blind marking), second marking or sampling and, where possible, external support to qualify our assessment.*
- *It is important that we have also created a culture of trust where staff feel safe to communicate openly in a professional manner (critical friends) and challenge assessment, where necessary.*
- *We have developed a timeline that details all moderation and quality assurance opportunities and where a wider team is involved in the process to ensure that we have robustness and rigour in our approach.*
- *All Year 11 teachers will sign a Subject Declaration Form, as well as the Subject Assessment Record, that includes an agreement about the processes and the appropriateness of evidence and balance of evidence in arriving at the teacher assessed grades.*
- *All subjects are writing their summary report about their processes for TAGs, further to our school policy and specific to subject level information. This is an ongoing process leading to the final teacher assessed grades submission. This will be detailed in their Subject Assessment Record and aligned with the Head of Faculty/Department Checklist.*

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 subject teams 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. This will be quality assured by SLT Line Managers.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias; teachers will consider Access Arrangements and Special Considerations. This will be documented in the Subject Assessment Records. Training has been provided about Unconscious Bias and staff have been informed and have read the Information for centres about making objective judgements document provided by JCQ in March 2021.*
- *We will also include a process of internally ranking each student, at each grade. For smaller cohorts this will be quite straightforward. It is a useful exercise as it supports our internal monitoring and quality assurance checks.*
- *When rank ordering students it is vital that we base our decisions on the full range of available evidence as detailed in Subject Assessment Records. Subject teachers within a subject should discuss the rank order and come to a shared view of the standard being applied.*

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 updated Centre Policy document as well as our own internal research driven paper about assessment.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Subject Assessment Records 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 the SLT Line Manager or KS4 Director of Learning and Deputy Headteacher with responsibility for outcomes.*
- *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).*
- *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 and the institutional changes that have taken place since 2019.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process. We will use the FFT Benchmarking Service to support this process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained*

<p><i>in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.</i></p>
<p><i>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.</i></p> <ul style="list-style-type: none"> ● <i>We will bring together other data sources that will help to quality assure the grades we intend to award in 2021 including our internally created analysis tool and FFT Benchmarking Services.</i> ● <i>We should note that the way of awarding teacher assessed grades in 2020 and 2021 means that a more holistic approach to assessment, using different forms of assessment, has been required and requested of us. This means that there is no ‘like for like’ comparison of the data and outcomes.</i> ● <i>We will consider any uplift in performance in comparison to previous cohorts of students within the scope of our School Improvement Plan and School Improvement journey.</i>
<p><i>This section gives details of changes in our cohorts that need to be reflected in our comparisons.</i></p> <ul style="list-style-type: none"> ● <i>Exam boards will make comparisons at a qualification level, rather than at subject level.</i> ● <i>We will consider the changing cohort profiles incl. the number on roll, mobility within cohorts, entry numbers for individual subjects as a result of this, profile of learner groups on entry to Beacon High.</i> ● <i>We will consider the curriculum time allocated to individual subjects that may vary year on year.</i>

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.

<p>Reasonable adjustments and mitigating circumstances (special consideration)</p>
<p>This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).</p> <ul style="list-style-type: none"> ● <i>Where students have agreed access arrangements or reasonable adjustments (for example, extra time, a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken. This information will be detailed in Subject Assessment Records in liaison with the SENDCo.</i> ● <i>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.</i> ● <i>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 information will be detailed in Subject Assessment Records in liaison with the SENDCo.</i> ● <i>We will record, as part of the Subject 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.</i>

- *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.*
- *Since the 24th March, 2021 students have been given the opportunity to compile the required evidence by revisiting content. This has supported in eliminating any gaps created by the disruption and ensures that all students have had an equal opportunity to produce evidence to support their teacher assessed grade.*

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 Head of Centre, Senior Leaders and Heads of Faculty/Department 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.*

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

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 Faculty/Department maintain Subject Assessment 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. This includes SIMS tracker and records of performance over time.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*
- *In case of a security breach or cyber attack we are covered under London Grid for Learning, as they manage all data traffic in and out of Beacon High. In addition, the school's Federated Data Policy was approved in June 2020. This is compliant with GDPR regulations.*
- *School internal network and data is covered by London Grid for Learning, which is also the school's ISP provided. Appropriate firewall hardware is in place, with further security measures deployed in a wider cyberattack context in all educational establishments which utilise LGfL as their provider.*
- *A specialist antivirus (Sophos) and antimalware (Malwarebytes) has been deployed on the school's internal network, to ensure the integrity of the school's intranet, and minimise any potential virus infections.*
- *The deployment and usage of cloud computing (Google Workspace) ensures that the majority of the data is stored in the cloud.*
- *Strong password policies are enforced for any cloud computing platforms.*
- *As no solutions are 100% proof, and there is a security breach caused by cyberattack resulting in loss of data, the school has got an off-site back which is able to restore any missing data within time as specified in the disaster recovery plan.*

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 the following and 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 that we use as awarding organisations to support these determinations of authenticity.*
- *Where student evidence is in the form of exams style assessments and are handwritten, it has been completed in supervised classrooms or exam condition spaces/halls. Teachers monitor the completion of this work to ensure that other materials that can be used to help students are not used: printed support materials, mobile technology, for example.*

- *In mock exams where student evidence has been used to support the decisions made about TAGs, these mock exams were undertaken in an examination hall with invigilators. Any instances of malpractice were recorded in an internal tracker and parents/carers were informed about this matter. Given the informal and internal nature of the mock exams this served as a warning, not as part of a formal process. This work was not used as evidence to support TAGs.*
- *Where student evidence is completed in Google Classroom, the function of originality reports can be used to check work for authenticity. When you run a report, it compares a student's Google Docs file against webpages and books on the internet. The report links to detected sources and flags uncited text. Teachers, where students have completed evidence in Google Classroom, have used the function and turned on originality reports when creating an assignment. When students turn in their work, Google Classroom automatically runs an originality report for each submitted Docs file, visible only to you. If a student unsubmitted and resubmits an assignment, Google Classroom runs another originality report for the teacher.*
- *Where a teacher is not confident about the authenticity of evidence provided be it handwritten, or the work completed in Google Classroom flags in the originality report, a concern should be raised with the HOF/D that outlines the cause for the concern. The HOF/D should then discuss the concerns with the student and ask pertinent questions about the evidence to gauge whether or not the work is authentic; they should do this with the class teacher and make a professional judgement using the information available. If a decision is made that the evidence is not authentic, the HOF/D should contact the parent/carer to discuss the concern and information considered to support the decision. The student should then be given an opportunity to 'retake' the assessment using a different stimulus or assessment question that assesses the same skills as the original assessment task. This original evidence will not be used to inform the TAG. If the evidence is authentic, no further action is required although a record should be kept internally about the discussion. If there is a question about the decision made, the SLT LM will support and review the evidence. Further actions will be taken following this review, including engagement with the parents/carers.*

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. To add an additional layer of confidentiality, only the Headteacher, Deputy Headteacher, KS4 Director of Learning and Data Manager will have access to all final teacher assessed grades across all subjects. No Head of Faculty/Department or teacher will have access to teacher assessed grades outside of their subject.*

- *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 teacher assessed grades remain confidential. The Subject Declaration sheet details this.*
- *Relevant details from this Centre Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.*

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 will be reviewed, as appropriate, to ensure that they address the specific challenges of delivery in Summer 2021. All staff involved will be made aware of these policies, as appropriate, 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. This will be done via our internally designed Subject Declaration Form. Any conflict of interest should be disclosed in this declaration.*

- *Our Head of Centre, Alan Streeter, 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.*

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, as per the details in the Subject Assessment Record.*
- *Student evidence, where available, on which decisions regarding the determination of grades has been made, 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 Subject Assessment Record.*
- *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 in term time and as per STP&C and contractual obligations.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

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

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021 for GCSEs on the 12th August 2021.*

- *Arrangements will be made to ensure the necessary staffing, including the Exams Officer and administration/support staff, to enable the efficient receipt and release of results to our students.*
- *At Beacon High, we will be on site, having face to face appointments with all Year 11 students in receipt of grades.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Post-16 colleagues, from local colleges, will also be on site to support our students and provide any necessary advice and guidance.*
- *Parents/carers will be made aware of arrangements for results days.*

Appeals

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

A. Appeals

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

- *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 of the process; the process will adhere to the contractual obligations of staff.*
- *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 through assemblies, Tutor Time guidance and in communication with parents/carers via letters and emails.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which post-16 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. An internally designed Appeals Request Form will be made available for the 12th August 2021.*
- *Appropriate information on the appeals process will be provided to parents/carers (see details above).*