



Samuel Ryder Academy

Education for a changing world

A / AS Level, GCSE and Other Relevant Qualification Awarding Process Centre Policy

Summer 2021



Please note that this is a live document and will be updated as further details are released from the Office for Qualifications, the Department for Education, the Joint Council for Qualifications, Awarding Organisations and other associated bodies

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Introduction and Scope of Centre Policy

As a result of the disruption students and learners have faced due to the pandemic, the government announced a range of measures in January. These measures included the cancellation of the formal public examinations for Key Stage 4 and Key Stage 5. This included General Certificate of Secondary Education (GCSE), General Certificate of Education (GCE including A-Level and AS-Level) and Vocational and Technical qualifications (BTec, CTec, Extended Project Qualification and other related qualifications). The Department for Education (DfE) and the Office for Qualifications (Ofqual) have confirmed the alternative arrangements schools need to implement for the awarding of these qualifications in Summer 2021. The overarching aims of these alternative arrangements are: -

- For students to be able to progress to their next stage of education, employment or training
- That the awarded grades are widely understood and respected

In taking account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*, this Centre Policy describes the practices and procedures that will be implemented by staff and students at Samuel Ryder Academy during the Academic Year 2020/21.

The scope of this policy applies to the following qualifications offered at Samuel Ryder Academy: -

- A and AS Levels
- GCSEs
- Extended Project Qualification
- BTec Level 1/2 First Award
- BTec Level 1/2 Technical Award
- BTec Level 3 Extended Diploma

Terminology

For clarity the terminology used in this guidance document has been standardised. The terminology used is as follows: -

- **Awarding Organisations:** this encompasses, 'examination boards' and 'awarding bodies'.
- **Additional Assessment Materials:** qualification-specific sets of questions covering key knowledge, understanding and skills, provided with mark schemes and mapping grids.
- **Centre Policy:** the policy sets out the processes centres will follow for determining grades, in an appropriate, consistent and fair way.
- **DfE:** the Department for Education.
- **Exam Centre:** this is an exam centre approved in the National Centre Number register (NCNR).
- **Formal Assessment:** this is one of the four assessments completed by students, under controlled conditions, that will contribute a significant weighting to the final grade.
- **JCQ:** the Joint Council for Qualifications.
- **Newly Qualified Teacher (NQT):** this is a teacher that has gained Qualified Teacher Status but has not yet completed the statutory Induction Programme.
- **Non-Examined Assessment (NEA):** this is work (often referred to as coursework) that forms part of an Awarding Organisation's qualification, which is not the subject of a terminal examination.
- **Ofqual:** the Office for Qualifications and Examinations Regulation.
- **Private Candidate:** this is a student that has not studied the qualification for which they are entered with the exam centre that makes their entry.
- **Special Educational Needs Co-ordinator (SENCo):** this encompasses the SEND (Special Educational Needs and Disability) lead at the Exam Centre.
- **Students:** this encompasses students entered for qualifications in 2021 within the scope of this policy.
- **Support Materials:** to assist in the determination and submission of grades, for example guidance, training, exemplar responses, performance data and grade descriptors.

Statement of Intent

This section outlines the purpose of this document in relation to our Centre: -

- To ensure that Teacher-Assessed Grades are determined fairly, consistently, free from bias and effectively within and across subjects.
- To ensure no student is disadvantaged and all are provided with the opportunity to demonstrate their knowledge.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with JCQ guidance, assessing the standard at which a student is performing, based only on content that has been taught.
- 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 DfE, Ofqual, JCQ 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 identifies the personnel in our Centre with specific roles and responsibilities in the process of determining Teacher-Assessed Grades for Summer 2021. This includes: -

Head of Centre (Mr Matthew Gauthier)

- Will be responsible for approving our policy for determining Teacher-Assessed Grades.
- Has overall responsibility for Samuel Ryder Academy as an Examinations Centre and will ensure that clear roles and responsibilities of all staff are defined.
- Will confirm that Teacher-Assessed Grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by Awarding Organisations.
- Will confirm that all grades are agreed by at least two competent members of teaching staff.
- Will ensure a robust internal quality assurance process has been produced and verified in advance of results being submitted.

Senior Leadership Team and Heads of Subject

- Will provide training and support to classroom teachers.
- Will support the Head of Centre in the quality assurance of the final Teacher-Assessed Grades.
- Will ensure an effective and consistent approach within subjects and authenticate the preliminary outcome from single teacher subjects.
- Will ensure the structure and organisation of evidence gathering is consistent across the Centre.
- Will be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Heads of Subject 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.
- Will ensure that all teachers within their subject make consistent judgements about student evidence in deriving a grade.
- Will produce an *Assessment Record* for each qualification, 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 be recorded on the *Variations for Individual Students* document.
- Will ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by JCQ.
- Will ensure teachers have the information required to make accurate and fair judgments.
- Will ensure that a Head of Subject Checklist is completed for each qualification that they are submitting.

Classroom Teachers

- Will ensure assessments are conducted under our Centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from JCQ, to provide Teacher-Assessed Grades for each student they have entered for a qualification.
- Will 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.
- Will make judgements based on the content that each student has been taught and assessed on, as outlined in the section on grading in the main JCQ guidance.
- Will securely store and be able to retrieve sufficient evidence to justify their grading decisions.

SENCo (Mr Scott Martin)

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) the SENCo will make every effort to ensure that these arrangements are in place when assessments are being taken.
- 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.
- 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.
- 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](#)

Examinations Officer (Mrs Pamela Carter)

- Will be responsible for the administration and submission of our final Teacher-Assessed Grades and for managing the post-results services.
- Will ensure details of any Examination Special Considerations are shared with the Senior Leadership Team and Heads of Subject.

Training, Support and Guidance

This section of our Centre Policy provides details of the approach our Centre will take to training, support and guidance in determining Teacher-Assessed Grades this year: -

Training

- Teachers involved in determining grades in our Centre will attend any Centre-based training to help achieve consistency and fairness to all students.
- Heads of Subject will attend training on conscious and unconscious bias and discrimination
- Teachers will engage fully with all training and support that has been provided by JCQ and the Awarding Organisations.

Additional support 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.
- We will put in place additional internal reviews of Teacher-Assessed Grades for NQTs and other teachers as appropriate.

Use of 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*.

- 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 produced after 24th March 2021 that is used to determine Teacher-Assessed Grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- A record of all candidate evidence produced on or before 24th March 2021 that is used to determine Teacher-Assessed Grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our Awarding Organisations, including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use Non-Examined Assessment work, 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 where we are confident that this work is the student's own unaided work).
- We will use internal tests taken by students.
- We will use the outcomes from the November mock examinations taken during Autumn 2020 as a substantial piece of evidence.
- Where available, we will use the outcomes from the external BTEC examinations taken during Spring 2021 as a substantial piece of evidence.
- 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 will use Formal Assessments 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 Formal Assessments to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use Formal Assessments to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will ensure the Formal Assessments omit elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that has not 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 the school or college.
- All formal assessments will be completed on-site or with remote supervision using virtual conferencing software to secure controlled conditions. This ensures 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.

- 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.

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Process for Determining Teacher-Assessed Grades at Samuel Ryder Academy

The starting point should be the Autumn 2 predicted grade of the current academic year. This will be amalgamated with the students' understanding and performance during the Spring and Summer Terms of the current academic year to determine a final overall grade, based on evidence, which is commensurate with the standard at which the student is performing. Teachers will continue to teach new knowledge that is relevant for the specification throughout the Spring and Summer terms, whilst concurrently assessing students' subject-specific skills and knowledge. There needs to be a gap between any teaching and evidence gathering within the same topic. The length of this gap is to be determined by subject leaders; however, using the Ebbinghaus Forgetting Curve as guidance, it is suggested this should be no less than 3 days.

Students will undertake 3 formal assessments during the period 8th March to 21st May with these outcomes will be combined with the November Mock examination outcome and weighted appropriately when identifying the final overall grade. In order to ensure transparency, students will be informed one week in advance of these formal assessments. While these assessments may incorporate the optional Additional Assessment Material provided by Awarding Organisations, they will not replicate an examination series at a subject or whole-school level. The formal assessments will be confirmed through discussion between the Head of Subject and the link Senior Leader, this will result in the completion of an *Assessment Record* document for each qualification. Any necessary variations for individual students will be recorded on the *Variations for Individual Students* document.

When assessing students' performance, teachers will follow the Awarding Organisation's mark scheme; where this is not available, teachers will collaborate to agree a rigorous and quality assured mark scheme that enables all students to achieve a fair grade. Internal moderation will be ongoing, with samples from a range of grades discussed during subject meetings. The moderated grade for each assessment will be shared with students once validated externally through the Trust moderation process. The overall Teacher-Assessed Grade will not be shared with students, parents or other stakeholders outside the staff body until the official results day in August 2021.

In order to provide support and assurance for the overall judgements, subject leaders will lead internal moderation throughout the Summer Term. This will involve sampling the work from the full range of students' attainment. Within this sample, all subgroups (gender, ethnicity, disadvantaged, SEN) will be represented. The process will involve a professional discussion about the strength of the evidence that has been gathered to date of a sample student. Where necessary, suggestions will be shared to identify additional teaching activities and evidence that would secure a sound judgement.

Trust moderation is seen as an ongoing process for the awarding of grades this year and is there to support and assure teachers about their professional judgement, as well as giving guidance to those who are less experienced and need further support. It is intended that moderation and agreement trialling (agreeing what evidence shows about grades achieved) is about providing space for professional discussion across schools and the Trust, as well as strengthening networks to call on for support and advice. The Trust moderation process will take place during the period 12th April to 14th May 2021. This will involve a sample of the marking of the formal assessments being validated by colleagues at another Scholars' Education Trust school. This will be organised by the member of Senior Leadership Team with responsibility for Teaching and Learning (or person otherwise appointed by the Headteacher).

All formal assessments completed after 24th March 2021 will be retained on-site and will be available for internal and external quality assurance purposes. During the period 24th March to 21st May 2021, the completed formal assessments for each qualification will be collated at an individual-level and stored in separate folders within

departmental workspace. From 24th May 2021, all folders will be transferred to a centralised area within the school site.

The overall grades will be scrutinised at an individual student-level by the Senior Leadership Team from 24th May 2021. Further evidence may be requested at this stage in order to support the grade that has been submitted. Once the Senior Leadership Team are satisfied, Samuel Ryder Academy will submit the overall final grade to the relevant Awarding Organisations by 18th June. A Level, Level 3 Vocational, Technical and Related qualification results will be published on Tuesday 10th August 2021. GCSE and L1 / L2 Vocational qualification will be published on Thursday 12th August 2021.

Week Beginning	Actions to Take
08/03/2021	Students return - teaching
15/03/2021	Teaching
22/03/2021	Teaching
29/04/2021	Easter holiday
05/04/2021	Easter holiday
12/04/2021	Teaching, Head of Subject directed assessment and moderation
19/04/2021	Teaching, Head of Subject directed assessment and moderation
26/04/2021	Teaching, Head of Subject directed assessment and moderation
03/05/2021	Teaching, Head of Subject directed assessment and moderation
10/05/2021	Teaching, Head of Subject directed assessment and moderation
17/05/2021	Teaching, Head of Subject directed assessment, moderation and internal submission of Teacher Assessed Grades (due midday Monday 24 th May) Head of Subject and SLT Link final Quality Assurance of Teacher-Assessed Grades
24/05/2021	Headteacher and Senior Leadership Team Initial Quality Assurance of Teacher-Assessed Grades
31/05/2021	May Half-Term
07/06/2021	Headteacher and Senior Leadership Team Final Quality Assurance of Teacher-Assessed Grades
14/06/2021	Submission of final Teacher-Assessed Grades to Awarding Organisations

Internal Quality Assurance

This section of our Centre Policy outlines the approach our Centre will take to ensure internal standardisation of Teacher-Assessed Grades and moderation in order to ensure consistency, fairness and objectivity of decisions.

- We will ensure that all teachers involved in deriving Teacher-Assessed Grades read and understand this Centre Policy document.
- 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
 - Recording the outcomes of the Formal Assessments and overall Teacher-Assessed Grade
 - 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 Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of Teacher-Assessed Grades.
- In order to moderate marking and standards verification, we will ensure all Heads of Subject work collaboratively with similar Heads of Subject at other centres within the Scholars' Education Trust.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our Awarding Organisations.
- Where appropriate, the Senior Leadership Team will collaborate with individual Heads of Subject to amend individual grade decisions to ensure alignment with the standards as outlined by our Awarding Organisations.
- 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. Within our Centre, this will include:
 - A Level Psychology will be reviewed by the Head of Science.
- 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. The preliminary outcomes from the Teacher-Assessed Grading process will be analysed by the Senior Leadership Team to identify any systemic bias or discrimination.

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.

- We will compile achievement and progress information on the grades awarded to our students in past Summer examination series in which exams took place (2017, 2018, 2019).
- We will consider the size, characteristics, demographics and prior attainment of our cohorts from year-to-year.
- We will omit subjects that we no longer offer from the historical data.
- 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.
- 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 Quality Assurance process.

Addressing Disruption / Differentiated Lost Learning

- Teacher-Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Where a student has experienced disruption or differentiated lost learning, teachers will collaborate with the relevant Heads of Subject and link Senior Leader to ascertain an appropriate approach to identifying whether the student has been taught enough content to form the basis for a grade. This outcome will be recorded on the *Variations for Individual Students* document.
- Where a student has experience disruption or differentiated lost learning but has been taught enough to form the basis for a grade, teachers will collaborate with the relevant Heads of Subject and link Senior Leader to ascertain an appropriate approach to identifying the appropriate evidence-based grade. This approach will be recorded on the *Variations for Individual Students* document.
- Should there be any further disruption to student learning and assessment prior to Friday 18th June, the Centre would address this with remotely monitored assessments.

Fairness and Equalities Impact Assessment

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

- Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
- A rigorous internal quality assurance system is in place. This will include moderation and verification of grades before they are submitted. This will involve working with colleagues across the Scholars' Education Trust.
- The Head of Centre, Senior Leaders and Heads of Subject will minimise bias in questions and marking by utilising material produced by Awarding Organisations.
- Staff will be made aware that Teacher-Assessed Grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- This internal Quality Assurance will also include consideration of our school's profile of results in previous years as a guide to help check that judgements aren't unduly harsh or lenient.
- An Awarding Organisation (at Samuel Ryder Academy, this Awarding Organisation has been identified as '*Pearson Edexcel*') will review all the internal quality assurance processes in place in all Centres before grades are submitted.
- Once grades are submitted, the Awarding Organisation will conduct various checks to ensure that the grades that have been submitted from all Centres are fair and consistent across centres. This will include sampling of evidence.
- If there are concerns with the grades submitted, the Awarding Organisation will work with our Centre to address this before results day; this will not include 're-marking' the students' work.
- While mental well-being is not a protected characteristic, we have sought to mitigate the impact on mental health and student well-being by ensuring students and parents are well-informed throughout this process. We are also provided students one-week advanced notice of any formal assessments.
- We have utilised the considerable flexibility in the way that we gather evidence to determine students' grades. This should provide all students with opportunities to generate evidence of their performance and for evidence that already exists to be used where appropriate.
- We will ensure students are assessed on content that has been delivered to them by their teachers. It is anticipated that this will go some way to address the impact on students of the disruption to their education caused by the pandemic. Nevertheless, there is evidence that the impact of disruption has affected students from disadvantaged groups more than others. If qualifications are to continue to link higher grades with higher standards of performance, it is recognised that none of the options available can fully remove the way the disruption to a student's education might have an impact on the grade they will receive.
- We have considered the impact of the arrangements on disabled students. Our approach will be sufficiently flexible to allow students to be assessed in a range of environments, and at different times if their circumstances require this.
- We will ensure that the SENCo has input to the grading decisions being made within our Centre.
- We will put in place reasonable adjustments for disabled students and we ensure that reasonable adjustments are made for disabled students when taking assessments.
- We will ensure all teachers are made aware of the impact of conscious and unconscious bias and discrimination throughout the process. Training will be delivered to Heads of Subject to outline the categories of bias and mitigation strategies that are in place. By incorporating internal and external moderation for all qualifications, it is anticipated this will be quickly identified and remedied wherever it exists.

- We have made, and will continue to make, students and parents aware of the appeals process.

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Bias and Discrimination

Staff have been trained in identifying a number of potential sources of conscious and unconscious bias, these are listed below: -

1. Confirmation Bias, for example noticing only evidence about a student that fits with pre-existing views about them.
2. Halo Effects, for example where a particularly positive impression of a student overly accentuates their actual knowledge, skills and abilities. Or the opposite, where negative impressions or low expectations of a student hides their actual knowledge, skills and abilities.
3. Primacy Effects, for example giving undue weight to 'first impressions' of a student.
4. Recency Effects, for example giving undue weight to the most recent interaction with a student.
5. Selective Perceptions, for example giving undue weight to a student's performance on a particular piece of work.
6. Contrast Effects, for example over-estimating a student's likely performance having first considered a large number of students who are all at a much lower standard.
7. Exception Effects, for example, under- or over-grading a student's performance if it is significantly out of line with (above or below) other students in that centre.
8. Conformity Bias, for example, placing undue weight on the opinions of others where these are not necessarily supported by the evidence.
9. Affinity Bias, having a more favourable impression of a student's performance because the student or their qualities/attributes are relatable or similar to one's own qualities or attributes.

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.

- We will ensure that teachers and Heads of Subject maintain records that show how the Teacher-Assessed Grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- 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 Organisations.
- Should there be any breaches of data and/or regulations, the Centre would follow the *Scholars' Education Trust Data Protection Policy* and the [JCQ Suspected Malpractice Policies and Procedures](#)

Physical Security

In order to safeguard the physical evidence, there are a number of strategies in place within our Centre.

- Formal assessment papers are printed as close as possible to the time of the assessment.
- Formal assessment papers are stored in a locked classroom at all times.
- From Monday 31st May, all formal assessment papers are to be stored in a centrally located locked room, accessible only to members of the Senior Leadership Team and the exams officer.

Cyber-Security

In order to safeguard the electronic evidence, there are a number of strategies in place within our Centre.

- Passwords are changed every 180 days.
- There are regular backups on a fire-gapped backup on a daily, weekly and termly basis of all IT systems that are fully restorable.
- There is a termly external back-up of all systems.
- We have robust firewalls, password and file share policies in place to prevent inappropriate access from external sources.

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.

- All staff have been made aware of the need to maintain the confidentiality of Teacher-Assessed Grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.
- Students are entitled to request the moderated grade outcome of each of the Formal Assessments. Staff are not permitted to share any details of the submitted Teacher-Assessed Grade until the official results day.

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.

- 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 Formal Assessments
 - allegations that Centres submit grades not supported by evidence that they know to be inaccurate
 - entering 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.

- 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.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with Centre staff in accordance with the JCQ document: [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.

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Private Candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- 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.

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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. This includes ensuring the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff are 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 will be properly kept and made available for review as required.
- All student evidence on which decisions regarding the determination of grades will be retained and made available for review as required.
- Instances where student evidence used to decide Teacher-Assessed Grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation. Where available, a blank electronic copy of the task and mark scheme will be provided.
- All staff involved have been briefed on the possibility of interaction with Awarding Organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements / reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the Awarding Organisations, including the withholding of results.

Results

This section of our Centre Policy details our approach to the receipt and issue of results to students and the provision of necessary 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, GCSE, Technical and Vocational qualification results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from Awarding Organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents / Guardians have been made aware of arrangements for results days.

Appeals

This section of our Centre Policy outlines our approach to managing appeals, including Centre Reviews and subsequent appeals to Awarding Organisations, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the *JCQ Guidance*.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students and parents have been appropriately informed 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 Further or Higher Education 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.

Appendix 1:

Assessment Record for Determining Teacher-Assessed Grades in Summer 2021

Assessment Evidence Form

[To be completed collaboratively by the SLT Link and Head of Subject for each qualification (e.g. GCSE Combined Science, GCSE Biology, GCSE Chemistry, GCSE Physics would require separate grids)]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed: -

- Exam conditions (delivered in a centralised location with supervision from multiple members of staff)
- Controlled conditions (delivered in a classroom setting with supervision from one lead member of staff)
- Limited controlled conditions (please detail)

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the 'Variations for Individual Students' document.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with Exam Conditions (E), Controlled Conditions (C) or a Limited (L) level of control.

Assessment Record for Determining Teacher-Assessed Grades in Summer 2021

Samuel Ryder Academy

[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Mathematics 1MA0)]

Assessment	Type of Assessment	Length of Assessment	Date of Assessment	Unit __				Unit __				Unit __				Level of Control E, C, L
				A01	A02	A03	A04	A01	A02	A03	A04	A01	A02	A03	A04	
<i>e.g. Mock examination</i>	<i>e.g. Performance, Written Examination</i>	<i>in minutes</i>	<i>dd/mm/yyyy or wc dd/mm/yyyy</i>													
1: [identifier]				Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	[e.g. E]
2: [identifier]																
3: [identifier]																
4: [identifier]																
[add/delete as necessary]																

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: -

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision: -

Head of Subject:		Signature:		Date:	
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Appendix 2:

Variations for Individual Students

To be completed by the Head of Subject for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.

Candidate name: _____

Candidate Number: _____

Centre name: _____

Centre Number: _____

Circle Level:

GCE A2	GCE AS	BTec L3	EPQ	GCSE	BTec L1/2	ELQ	Other
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Subject title: _____

Subject Code: _____

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
If 'yes' please provide details of how the disadvantage has been considered (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i>)	

Section 2: Access Arrangements / Reasonable Adjustments	Y/N/NA
Is the candidate entitled to Access Arrangements / Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<p>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</p>	

Section 3: Mitigating circumstances (Special Consideration)	Y/N/NA
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
<p>Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.</p>	
<p>Reason for mitigating circumstances:</p>	

Appendix 3:

Head of Subject Checklist / Declaration

Samuel Ryder Academy

[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Mathematics 1MA0)]

The Head of Subject must complete the following checklist / declaration before submitting subject outcomes for internal standardisation.

Declaration	Y/N
1. The Head of Subject has attended training and support delivered by the relevant Awarding Organisation	
2. Where possible, all Formal Assessments have been anonymised before marking	
3. A sample of marking of the Formal Assessments have been moderated across the subject	
4. The Head of Subject has engaged with the Scholars' Education Trust moderation process	
5. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.	
6. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record.	
7. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was considered in determining candidates' grades according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , and this has been documented in the Assessment Record.	
8. The evidence has been authenticated as the candidates' own work.	
9. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Subject-specific deviations are explained below.	
10. At subject level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.	
11. At subject level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
12. A review has been completed in line with the school assessment and Teacher-Assessed Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a subject level. These records are readily available.	
13. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
14. The Teacher-Assessed Grades for this subject have been verified as being accurate by the Head of Subject and one other teacher within the subject.	
Provide detail and justification where you have indicated N to any of the above:	

Head of Subject Name:	
Signature:	
Date:	

Second Teacher Name:	
Signature:	
Date:	

Appendix 4:

Subject Teacher Declaration

Samuel Ryder Academy
[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Mathematics 1MA0)]

All Samuel Ryder Academy teaching staff involved in the Teacher-Assessed Grades for the above qualification have determined these grades in line with the school assessment and Teacher-Assessed Grades policies.

Name	Signature	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Appendix 5:

Scholars' Education Trust Moderation Record

Appendix 6:

Student / Parental Communication - Formal Assessments

Please copy and amend the following message one week before each of the Formal Assessments, recording as a Homework assignment on EduLink:

The [Subject] [Assessment Title] formal assessment [number] will take place during Period [enter period] on [date of assessment]. This assessment will form part of the overall grade for this subject. [Any subject specific information].

Example

ADD HOMEWORK

GCSE Maths Formal Assessment - 14/04/2

11x/Ma3 Mathematics

16/04/2021

Optional Settings:

09/04/2021 09:00

Expected Duration (mins)

Collection Reminder (time)

ADD HOMEWORK

The Mathematics Paper 2 (Non-Calculator) formal assessment 2 will take place during Period 4 on Wednesday 14th April. This assessment will form part of the overall grade for this subject. Please ensure you have your full equipment