



Centre Policy St. Martins School

FOR GCSES SUMMER 2021

Centre Policy for determining teacher assessed grades – summer 2021: St. Martin's School (3-16 Learning Community)

Statement of intent

This section outlines the purpose of this document in relation to St. Martin's School.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to *St. Martin's School*:

The purpose of this policy is:

- *To ensure that teacher assessed grades at St. Martin's School are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes at St. Martin's School, with clear guidelines and support for staff.*
- *To ensure that all staff at St. Martin's School involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers at St. Martin's School to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data at St. Martin's School in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance at St. Martin's School in the allocation of teacher assessed grades.*
- *To support St. Martin's School in meeting its obligations in relation to equality legislation.*
- *To ensure St. Martin's School meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

Roles and responsibilities

This section of St. Martin's School Policy outlines the personnel in St. Martin's who have specific roles and responsibilities in the process of determining teacher assessed grades (TAGs) this year.

Personnel	Job role	Summary Responsibilities
Michael Barratt	CEO of 3-18 trust	Overall responsibility for robust grade submissions across the Trust
Sue Lovecy	Head of Centre	Approving our policy for determining TAGs, defining roles and responsibilities, confirming grade decisions and administration of robust QA process. Also, initiating appeals.
Steve Wilkinson Sue Dix	Deputy Head of Centre Educational Needs Manager	Identification, application and fair use of access arrangements or special considerations.
Zoe Mottershaw	Assistant Head in charge of teaching & learning	Management of CPD and effective whole-school assessment approach, checking and advising on all evidence to accurately determine grades. Checking headline figures for school, subject and student levels.
John Holmes	Exams Officer/Data Manager	Organisation of assessment calendar, submitting grades, appeals process and analysis of headline figures. Support for CPD
Helen Crighton-Poli	Quality nominee for BTEC courses	Creation of a robust assessment policy for Q-TAGs, checking entries and verifying evidence for vocational qualifications.
Heads of Department	RP, AMK, HS, CY, HCP, HW, SE, JPo	Rigorous assessment and robust evidence gathering processes to ensure fair and accurate TAGs.
Hollie Poulter	Examinations Administration Officer	Secure storage of departmental assessment evidence.

Roles and Responsibilities

This section gives details of the roles and responsibilities within *St. Martin's School*:

Head of Centre

- *Our Head of Centre Sue Lovecy will be responsible for approving our policy for determining teacher assessed grades.*
- *As Head of Centre, Sue has overall responsibility for St. Martin's School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *As Head of Centre, Sue 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.*
- *Sue will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to our other staff through whole-school, HOD & Departmental meetings.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- *ensure they conduct assessments under St. Martin's School's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *Storing of the evidence in preparation for external quality assurance and appeals for each subject.*

Training, support and guidance

This section of St. Martin's School Policy outlines the training, support and guidance that St. Martin's will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach St. Martin's School will take to *training, support and guidance in determining teacher assessed grades this year*

- *Teachers involved in determining grades in St. Martin's School 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.*
- *Subject leaders have been given guidance from the OFQUAL and JCQ documentation on what can be used for evidence.*
- *Subject leaders have given a rationale for the evidence they are using to determine the grades.*
- *Subject leaders have used departmental time to discuss and debate the evidence being used with their teams to determine the grades.*
- *Subject leaders have discussed the timings of the internal assessments to ensure all are aware of the departmental plan.*
- *Use of exam board assessment materials, mark schemes and centre-based prior data are being encouraged as essential evidence of student grades.*

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*

- *NQT and inexperienced teachers will be supported in their marking through departmental moderation to ensure that a fair and consistent approach is adopted for all students.*
- *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 appropriate evidence

This section of St. Martin's School Policy indicates how St. Martin's school 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.

- *MAT Head teachers and deputies have remotely met to discuss and agree policy and idea sharing. The collaboration has allowed consistency and rigour to be applied, including the appeals process.*
- *Subject leader meeting held on [date], condensed version on the Ofqual information for Heads of Centre, Heads of Department and Teachers. Full documents sent to Subject leaders. Advice on what evidence to use and how to determine the final grade issued in email 28/4/21 to all HODs.*
- *Assessment proposal form issued to HODs 22/4/21 by ZM for completion by 31/4/21.*
- *Rationale for evidence to be taken into consideration discussed at departmental level, fed back to SLT through link meetings.*
- *JCQ document released in March read and discussed during subject leader meeting on 31/4/21.*
- *All Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, Heads of Department and Teachers, DfE guidance on recommended evidence, and further exam board guidance.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *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.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study, this includes a practise paper taken in October 2020 (reduced exam papers, using exam board mark schemes) and lockdown mocks taken in February 2021. The lockdown mocks came in different formats, e.g. exam questions using Microsoft forms, word documents for longer questions and physical copies for students who worked in school due to being in need of support through the process.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

We provide further detail in the following areas:

Additional Assessment Materials

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

St. Martin's School 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.*
- 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.*

In line with the Ofqual Information for Heads of Centre, Heads of Department and Teachers, evidence and records on which a student's grade is based, will be retained safely by the Exams Office at St. Martin's School and will be made available for the purposes of external quality assurance and appeals.

- All evidence is kept safely on SIMs, data that has been distributed to parents over the 2 years has been shared.*
- Analysis of 3 year trends (2017/18/19) have been shared with subject leaders on 29.4.21*
- Analysis of lockdown mock data has been shared with subject leaders. Individual student data for each subject shows concerns with over performance and under performance of individuals.*
- Internal assessments in summer term will have scores for assessments, no grades will be given.*
- All internal assessments will be kept centrally for easy access for the purpose of quality assurance.*

Determining teacher assessed grades

This section of St. Martin's School Policy outlines the approach St. Martins School will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of St. Martin's School's approach to awarding teacher assessed grades.

- *Each HODs has submitted an Assessment Evidence Record Form, outlining the evidence-base that will be used to determine student grades. This details the nature of the evidence, the date completed, level of supervision, assessment process and application of access arrangements. (assessment evidence proposal forms sent to HODs by ZM 22/4/21.*
- *Teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*
- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *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 within the summer term.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete. In tiered subjects such as Maths targeted grade questions will be given to similar ability students.*
- *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 has not been taught.*
- *No internal assessments will cover work that has not been taught, this can be seen from the assessment and the programme of study for each department.*

All evidence used to determine teacher assessed grades for students will take account of appropriate access arrangements and reasonable adjustments.

- *All entitled students received extra time for mock exams.*
- *Students who needed readers, scribes and emotional support came into school during mocks as done online in lockdown.*
- *All internal assessments will have access arrangements for individual students.*
- *Students that have not been able to access the course due to unforeseen situations will have special considerations. (check wording and validity)*



- *Within the rationale the subject leaders have outlined the data they will be using for their portfolio. This will include unit tests, NEA, internal assessments.*
- *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.*
- *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 used in our processes.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

We confirm that teachers will share with students and parent's information about the range of evidence considered in grading decisions, but will not disclose final teacher assessed grades to students or parents before results are issued.

- *A letter has been sent home to parents, copied to the school website, informing them of the core evidence we will be using to determine the final grades, including all previously published data.*
- *Internal assessment calendar has been sent to parents and given to students, with the area of the curriculum that will be assessed during the summer term.*

Internal quality assurance

This section of St. Martin's School Policy outlines the approach St. Martin's School 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.

- *Use of past papers or past paper questions issued by the exam boards along with mark schemes.*
- *Moderation of work in departmental meetings*
- *Subject leaders talking to Subject leads within the Priory Trust.*
- *National professional networks*
- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that St. Martin's School 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 for:*
 - *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 Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre or Trust.*
- *This will be the HCP for vocational courses and ZM for GCSE courses.*
- *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.*

- One teacher assessment departments that this will include

Subject	Support
Drama	Experienced teacher, liaising with Drama teachers in LA, and MAT
Dance	Experienced teacher, liaising with Dance teachers in LA and MAT
Music	Experienced teacher, liaising with Music teachers in LA and MAT. Discussions with Quality Nominee (HCP)
Spanish	Experienced teacher, liaising with Spanish teachers in LA and MAT
French	Experienced teacher, liaising with Spanish teachers in LA and MAT
Food Technology	Experienced teacher, moderation within department. Product Design and additional food teacher will moderate NEA.
Geography	Additional Geography teacher will work with the subject lead to moderate the assessments.
PE GCSE	Subject leader will moderate with the classroom teacher
Art	Experienced teacher, liaising with Drama teachers in LA, and MAT

Comparison of teacher assessed grades to results for previous cohorts

This section of St. Martin's School 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 St. Martin's School 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).*
- *A three-year analysis of performance has been shared with the department along with January forecast data and mock data.*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of St. Martin's School'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 QA process.*
- *Where we have new subjects for our centre, i.e. Public Services, we will compare results with previous results with national figures and predicted grades.*

This section gives details of the approach St. Martin's School will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*
- *Data above is for the whole cohort, similar tables available for Males/Females, Disadvantaged/Non disadvantaged, SEN, Ability bands.*
- *We will bring together other data sources, such as FFT predictions, that will help to quality assure the grades we intend to award in 2021.*
- *We will omit subjects that we no longer offer from the historical data.*

Access Arrangements and Special Considerations

This section of St. Martin's School Policy outlines the approach St. Martin's School will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of the St. Martin's School approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *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. The SEND Manager and Head of Departments have discussed the students that need to be considered for special considerations. Documentation has been catalogued for each case if needed, for external and internal quality assurance.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *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.

Objectivity

This section of St. Martin's School Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within St. Martin's School in relation to objectivity. *Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*

Senior Leaders, Heads of Department and Centre will consider:

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);*
- *how to minimise bias in questions and marking and hidden forms of bias); and*
- *bias in teacher assessed grades.*
- *Work will be independently moderated by the subject leader and feedback given to the class teacher.*
- *The range of evidence grades will be analysed by the Assistant Head in charge of Teaching & Learning and Head of centre to challenge anomalies with the subject data submitted. A student's individual set of results for every subject can be monitored and if discrepancies are evident then we can investigate further.*

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

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

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

Recording decisions and retention of evidence and data

This section of St. Martin's School Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

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

- *We will ensure that teachers and Heads of Departments maintain records, departmentally and centrally, 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 organisation(s).*

Authenticating evidence

D. Authenticating evidence

This section of St. Martin's School 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.

We have put in place appropriate guidance for teachers to ensure they are confident in the authenticity of student evidence, and how to deal with cases where evidence is not thought to be authentic.

- *Where students who have completed mocks at home and work they have produced is better than expected, or there is evidence of malpractice, these results will be challenged and could be omitted from the final portfolio of assessment evidence.*
- *Evidence of work in school under greater control will be given higher weighting than work completed in lock down.*
- *Robust mechanisms will include checking work against mark schemes available through moderation meetings. Any assessments carried out at low level control have been further scrutinised to ensure assessments are a student's own work, including using programs to verify if contents of an answer have not been plagiarised from the internet. 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 [\[AQA\]](#) [\[Edexcel\]](#) [\[OCR\]](#) [\[Eduqas\]](#) to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of St. Martin's School Policy outlines the measures in place to ensure the confidentiality of the grades St. Martin's School 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 St. Martin's School 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.*
- *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.*

Malpractice

This section of St. Martin's School 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 St. Martin's School to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021. JHo has reissued this to teaching staff.*
- *Any malpractice or maladministration will follow the guidance given by the exam boards to the Head of Centre.*
- *Checking of final grades will be robust: The subject teacher will check and sign, the subject leader will check and sign, entry of grades to exam boards checked and signed followed by a final check by the Head of Centre and Exams Officer.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

This section of St. Martin's School 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.*
- *Any teachers and non-teaching staff who have family or friend's children at the school will not be monitored closely so that grades are not given out before the results day.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

Private candidates

St. Martin's School does not accept Private Candidates.

External Quality Assurance

This section of St. Martin's School Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

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

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of St. Martin's School Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *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 St. Martin's School 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.*
- *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.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*