



## Centre Policy – New College Doncaster

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2021 Centre Policy for determining teacher assessed grades in Summer 2021 for A/AS Levels and GCSEs. 29 April 2021.

## Centre Policy for determining teacher assessed grades – summer 2021: New College Doncaster

### Statement of intent

This section outlines the purpose of this document in relation to our centre. This policy is specifically intended for A level and GCSE qualifications. Very similar arrangements will be in place for WJEC applied general qualifications. Separate arrangements will be in place for other applied general qualifications, such as BTEC and CTEC qualifications, based on arrangements determined by awarding bodies.

#### Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

*The purpose of this policy is:*

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across different subject areas.*
- *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 Joint Council for Qualifications (JCQ) guidance.*
- *To ensure the consideration of historical centre data in the process.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

## Roles and responsibilities

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

### Roles and Responsibilities

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

#### **Head of Centre**

- *Our Head of Centre will be responsible for developing and establishing our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the college as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*
- *Our Head of Centre will work collaboratively with the Principals of our sister colleges, New College Pontefract and New College Bradford, in establishing this Centre Policy and arrangements for its implementation.*
- *Our Head of Centre will provide opportunity for the local governing body (advisory group) to provide feedback about the Centre Policy before its submission to JCQ.*
- *Our Head of Centre will ensure that this Centre Policy is submitted to JCQ for review and approval.*

#### **Senior Leadership Team and Heads of School**

*Our Senior Leadership Team and Heads of School 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 subject areas 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 School Checklist is completed for each qualification that they are submitting.*

#### **Teachers**

*Our teachers will:*

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

**Examinations Officer**

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

**Training, support and guidance**

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

**Training**

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

- Teachers will establish an assessment record for their courses, with guidance and supervision from senior leaders, to support teacher understanding of the grading process.
- Teachers involved in determining grades will attend college-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.

**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*

- The college does not have any Newly Qualified Teachers that will be awarding grades in 2021.
- The process of establishing grades will be carried out collaboratively by all teachers that teach a course, in the interests of supporting teachers less familiar with assessment and to ensure consistency and fairness in approach.

- *In cases where a course is taught by a single teacher, the process of establishing grades will be carried out collaboratively by the teacher and their line manager – the head of school, again in the interests of supporting teachers less familiar with assessment and to ensure consistency and fairness in approach.*

## 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.*
- *We will take into consideration the **internal assessments** listed below and which were taken by all students over the 2-year duration of the course that were completed in controlled conditions. Only in a small number of subjects, where there is an identified rationale, will any of these assessments not be used for the cohort, including any courses that are one-year in duration. Teachers of each course will communicate explicitly with students about the evidence that will be used for that particular course. All students within a course, across all of the different classes, were assessed consistently at each point via the same assessment process. Assessments are synoptic in nature and use past-paper questions and materials from exam boards (such as practice or sample papers) wherever possible. The college will exclude any result for a student that did not complete the assessment in controlled conditions. The college will place less emphasis on an assessment that was completed late for any reason, to reduce the possibility of unfair advantage. The results of all these assessments are available to students and parents via the college's online portal (Cedar) and will also be made available for the purposes of external quality assurance and appeals. Student scripts for these assessments prior to April 2021 have already been returned to students and will not be available for the purposes of external quality assurance and appeal, but April 2021 scripts will be available. Year 12 assessment (March 2020) will only be taken into consideration for courses that had completed that assessment in college and under controlled conditions before the national lockdown in March 2020. The college will not take into consideration the initial baseline assessments students completed in week 1 of their Year 12 studies.*
  - *Year 12 Assessment (October 2019)*
  - *Year 12 Assessment (November 2019)*
  - *Year 12 Assessment (January 2020)*
  - *Year 12 Assessment (February 2020)*
  - *Year 12 Assessment (March 2020)*
  - *Year 13 Assessment (September 2020)*
  - *Year 13 Assessment (October 2020)*
  - *Year 13 Assessment (December 2020)*
  - *Year 13 Assessment (April 2021)*

- *Additionally, students will complete a final Y13 assessment (May 2021), which will be slightly longer and carried out in formal examination conditions. Again, this assessment will only be taken into consideration if completed under controlled conditions and in a timely fashion. Scripts will be retained by teachers so that they are available for external quality assurance and appeal, if required.*
- *We will also take into consideration non-exam assessment work (NEA) for those courses where it is a formal component of the qualification, taking into account the appropriate weighting of NEA within the qualification as a whole. Teachers will mark NEA even if it is incomplete, though we expect that students will have fully completed their NEA in nearly all cases. In some courses, NEA may be performance or practical-based work. Ordinarily, only a raw mark would be awarded for NEA and submitted to awarding bodies. However, this year teachers will provide an 'indicative grade' as well as a raw mark, so that NEA performance can be considered alongside grades for internal assessments.*
- *Wherever possible, candidate evidence of NEA 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 level visual arts students will be assessed solely on their final portfolios.*
- *Homework and classwork (other than NEA) will **not** be used a source of evidence since the large amount of internal assessment data available provides a more robust, consistent, controlled, and substantial body of evidence of students' skills, knowledge and understanding. We will not consider evidence from external sources, such as private tutors, or other educational providers, or from parents.*

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

- We will only take into consideration internal assessments that were completed under supervision in a controlled environment, to ensure the integrity of assessment results.*
- With the exception of the final assessment, assessments that were completed late for any reason will be given reduced emphasis by teachers when they consider the body of evidence used to determine TAGs, to avoid possible unfair advantage or disadvantage of completing an assessment late.*
- For the final assessment (May 2021), arrangements will be made for absent students to sit an alternative paper of comparable challenge and assessing the same topic areas on a specified date. In order to ensure the integrity and fairness of this final assessment, and recognising the time constraints in determining and submitting TAGs to the board, we will not be able to provide opportunities to sit the exam other than the published assessment date, and the specified date for absentees. Arrangements will be made on that final date for any students that are required to isolate due to coronavirus, where possible. This additional date will only be used in the event of disruption due to covid, absence due to significant illness that prevents a student sitting the assessment, or significant mitigating circumstances. Decisions about whether students can sit the alternative paper on this additional date will be at this college's discretion and the college's decision will be final. Students do not have a right to opt-out of this assessment, or other assessments that will be used for evidence.*
- Only results from the first-sitting of an internal assessment will be taken into consideration. Students that re-sat an assessment for a second time in order to address gaps in their learning will not have improved results taken into consideration.*
- We will take reasonable steps where possible to check that NEA is the student's own work, especially where that work was not completed within the college.*
- Teachers will take into account the weighting of NEA for the course in question, so that evidence based on internal assessments and evidence based on NEA are balanced appropriately.*
- Internal assessments are as synoptic in nature as is possible at each point over the two years, allowing students to demonstrate the breadth of their knowledge, understanding and skills to date at each assessment point.*
- In developing the final two internal assessments (April 2021 and May 2021) teachers will seek to assess a wide range of topics covered within the course across the two assessments, minimising duplication of topics. This will provide opportunities for students to demonstrate the breadth of their knowledge, understanding and skills in the final weeks of their studies. We will provide students with an overview of general topic areas that will be included in their final two assessments. These assessments will be developed collaboratively with our two sister colleges, New College Pontefract and New College Bradford, to support the balance of content and quality of these assessments.*
- All assessments identified previously will be taken into consideration and professional judgement, rather than a formula, will be used. Teachers will, however, place greater emphasis on assessments later in the course than those earlier in the course, since they will assess a broad range of topics with a style and level of challenge more closely aligned to final external examinations that students would sit in normal circumstances. JCQ has recognised the value and significance of evidence from later in course delivery.*
- Since the very last internal assessment students will sit will be at the very end of their studies, more substantial in length and breadth, and completed in a controlled environment, students completing exam-only qualifications will be awarded a TAG which*

*is at least in line with this grade, but higher if there is judged to be a strong body of evidence in support.*

## **Determining teacher assessed grades**

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

### **Awarding teacher assessed grades based on evidence**

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

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Grades awarded will not be an indication of how a student might potentially have performed under different circumstances, or an indication of their potential, or be based on their prior attainment / GCSE grades.*
- *Teachers will make professional judgements based on the evidence that is available from internal assessments and, where appropriate, NEA.*
- *Teachers will make professional judgements collectively, so that a minimum of two teachers will review the evidence available, and all teachers of a course where possible.*
- *Teachers will record the TAGs they establish through this process alongside a record of the internal assessment / NEA results used as evidence, with any appropriate commentary.*
- *Teachers will produce an Assessment Record for each subject cohort which will be shared and quality assured by their Head of School, and shared with Senior Leaders. It will also detail any necessary variations for individual students. For example, where an assessment has not been included, or an assessment has been given reduced emphasis, for a particular reason.*
- *Each subject will share with students details of the evidence that will be used to determine TAGs, and will communicate with individual students where there is individual variation. We will also share with students this Centre Policy, and the individual student grades / evidence that has been used to determine their TAGs, via Cedar – the college's online portal.*
- *No teacher will disclose or discuss with students or parents the teacher assessed grades they intend to submit, or have submitted.*
- *For courses such as A level Visual Arts, which are entirely portfolio based, we will not share any grades for portfolios as this would be to indicate to the student their final teacher assessed grade before the official publication of results*



## Internal quality assurance

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

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal quality assurance**

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

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. They will be provided with training and support to help them carry out the process confidently and competently.*
- *We will ensure that the college carries out an internal standardisation process for the final two internal assessments. This process will be carried out collaboratively with colleagues in our sister colleges, New College Pontefract and New College Bradford. This will ensure that teachers are marking fairly, consistently, in accordance with established exam board mark schemes, and that grade boundaries used are fair and appropriate. This will complement standardisation processes used for earlier internal assessments.*
- *We will ensure that teachers establish grades collaboratively within the college, to support consistency, fairness, challenge and scrutiny.*
- *We will conduct additional internal standardisation across all grades by Heads of School. Where a Head of School has worked with a single teacher of a subject to establish TAGs, this additional internal standardisation will be carried out by a member of the Senior Leadership Team.*
- *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.*
- *Assessment records will be quality assured by Heads of School and Senior Leaders, to ensure that individual variations are being applied fairly and consistently, and that TAGs are well-supported by the evidence.*
- *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).*
- *Decisions will be taken based only on the evidence outlined and the professional judgement of teachers within the college. The views of third parties, such as private tutors, will not be taken into consideration when determining teacher assessed grades.*

## 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.

- *New College Doncaster, as a relatively new provider, received its first full set of A level results in summer 2019. The college therefore has very limited historical data against which 2021 TAGs can be compared for A level courses.*
- *We will consider how A level TAGs and the estimated value added for each course for 2021 compare with those from published results in 2019.*
- *We will consider how GCSE maths and English TAGs and the estimated value added for 2021 compare with grades and value added achieved in 2018 and 2019.*
- *We will consider whether in-year assessment data is broadly in line with that of 2019, or whether there is compelling evidence that suggests students in 2021 are performing more strongly or less strongly than in previous years.*
- *We will consider how in-year assessment data for 2020-21 and previous years, and our published results, compare with our sister colleges, New College Pontefract and New College Bradford. There is extremely close alignment of course design and assessment used across our three colleges.*
- *We will consider the size of our cohort from year to year as this can be of particular significance when considering performance within very small courses.*
- *We will consider the stability of our centre's overall grade outcomes and in-year assessment data 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.*

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

- *Senior leaders will carry out a further review of evidence for the qualification in question with the Head of School, to assess whether grades which appear overly lenient or harsh are sufficiently well supported by the evidence.*
- *Where there is compelling evidence that students are performing more strongly or less strongly than in previous years, and senior leaders are satisfied that evidence has been used fairly, consistently and judged appropriately, TAGs will remain entirely or largely unchanged. The college will be strongly mindful of, but not bound by, historical results, particularly where there is strong evidence of performance at the individual student level. We are conscious that most other providers will have several years of data to compare their data with and that forms a more secure basis when considering if proposed TAGs are*

*overly lenient or harsh than just a single year of published results in 2019, as is the case for New College Doncaster.*

- *Where it is established that the evidence does not fully support the TAGs proposed for a qualification, and that the overall grades are therefore overly lenient or harsh, senior leaders and heads of school will determine any changes that are required to the TAGs to be submitted to the board. Changes to individual student grades will be made in cases where it is judged that there is limited or insufficient evidence to justify the TAGs initially proposed.*

## Access Arrangements and Special Considerations

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

### **Reasonable adjustments and mitigating circumstances (special consideration)**

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken, or NEA completed. This applies to all of the assessments and NEA being used as evidence.*
- *Where a student has a reasonable adjustment or access arrangement approved but this is not subsequently provided, we will remove that assessment from the basket of evidence.*
- *Where the need for an access arrangement or reasonable adjustment was identified part-way through a course, and access arrangements or reasonable adjustments approved part-way through the course, reduced emphasis will be placed on any assessments / NEA completed prior to the approval and implementation of the access arrangements or reasonable adjustments as a normal way of working, so that a student is not unfairly disadvantaged.*
- *We note the JCQ arrangements for special consideration which are used in normal circumstances. This defines the categories in which JCQ will determine whether special consideration should be given, and we will consider the same categories.*  
<https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>
- *For assessments and NEA used within the basket of evidence, if we were aware at the time of the assessment or NEA that a student fell into one of the JCQ categories for special consideration, we will place a reduced emphasis on that assessment or NEA result so that the student is not disadvantaged. We will be mindful of the categories and mitigating circumstances JCQ define, the timescales JCQ outline, and the need for evidence in some circumstances.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of special circumstances, as set out in*

*the JCQ guidance. Within an identified time window, subject staff will communicate verbally with students if they have been identified as someone for whom a variation has been made, and the reasons. We will provide a further window of opportunity and mechanism for students to notify us if they believe we have made any error or omission and this will be reviewed by the college's SENDCo and appropriate members of the leadership team. We will therefore have taken reasonable steps to identify and act on any students that we judge would be eligible for special consideration, within the JCQ framework. We will not apply special consideration for students if they are not identified within these windows via this mechanism. We will communicate this mechanism and the time windows to students and parents.*

- *Decisions about individual variation and special consideration will be made by the college. We welcome students or parents communicating with us any perceived errors or omissions, as outlined previously, and these will be reviewed, but there will not be a process of negotiation, and the college's decision will be final.*

## 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.*
- *Across all courses, no new content will be delivered after the Easter break, to ensure that students have sufficient time to consolidate the most recent topics before completing final assessments.*
- *The majority of evidence used to determine TAGs is the internal assessments that students have completed. The college is only using assessments completed during the periods when face-to-face delivery was in place. No assessment evidence is being used from during lockdown periods.*
- *Students have been provided with guidance about the general topics that will be assessed in their final two assessments.*
- *Recognising that it will not be possible to assess all content in the final two assessments, some courses have introduced a degree of optionality (for example choosing between different 25-mark essays). Such optionality already exists within some courses, and has been extended to a number of other courses where it can be fairly introduced whilst maintaining the integrity, challenge and breadth of the assessments.*
- *Additional revision classes were made available to all A level students during the Easter break. These were also recorded so that all students could access them at any time.*
- *The large number of assessments that are being used within the evidence provides a very significant body of evidence. Consequently, there will be no disadvantage to a student if, for reasons such as absence or covid disruption, a very small number of earlier assessments were not completed for any reason and if the body of evidence is therefore slightly reduced.*
- *The final May 2021 assessments will take place over a one-week period, with arrangements in place for students to sit an alternative paper on an additional day at the end of the one-week period, to provide a further opportunity in the event of disruption caused by Covid, significant ill-health that prevents a student sitting the assessment, or other significant mitigating factors, as set out by JCQ. Decisions to allow a student to sit the alternative paper on this additional date will be determined by the college.*
- *In the very unlikely event that a student has not fully completed NEA as a result of legitimate disruption resulting from Covid, teachers will make reasonable adjustment when awarding marks for NEA, considering the quality of work that has been completed.*
- *Notwithstanding legitimate short term absence due to illness, covid isolation or significant mitigating circumstances, students will not be awarded teacher assessed grades by the college if they do not fully complete their courses, submit NEA and attend assessments. For example, a student that opted to not attend their April 2021 and May 2021 assessments and who chose not to attend lessons for an extended period of time during the latter stage of their course (for reasons other than ill-health or significant mitigating circumstances), would be considered to have withdrawn from their course and would therefore not be awarded a TAG. Students do not have a right to opt-out of the assessments that will be used to establish evidence in support of TAGs.*

- *In the event of further significant covid disruption, such as another college closure or lockdown, this will have limited impact in terms of educational delivery as the college can immediately revert to full live lesson delivery via Microsoft Teams. This means that students can continue to be supported in preparation for final assessments, or the completion of any residual NEA. In the event of a college closure, the college would review the circumstances to determine whether it would be possible to complete the final assessment due in May 2021. If circumstances allowed, the college would make arrangements for students to complete these assessments at home, but with additional control measures introduced to ensure the immediate return of papers and the supervision of students via Microsoft Teams of students completing assessments, to significantly reduce the likelihood of malpractice. If circumstances did not allow for assessments in this way, the final planned assessment would no longer be used in the basket of evidence. There would still be a sufficiently large amount of evidence on which to make informed judgements about TAGs.*
- *In the event that a small number of students are isolating during the final May assessment, the college will make reasonable efforts wherever possible to make arrangements for those students to complete the final assessment at home, but with control measures in place to ensure the supervision of students via Microsoft Teams, and the immediate return of completed papers.*

## Objectivity

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

### Objectivity

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

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

*Senior Leaders, Heads of School and Head of Centre will consider:*

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

*To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware 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 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 School 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 organisation(s).*



## Authenticating evidence

### **D. Authenticating evidence**

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

- *Robust mechanisms, which will include digital plagiarism identification software, will be in place to ensure that teachers are confident that work, in particular NEA, 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.*
- *Students completing NEA will be required to complete the usual cover sheets and declarations, indicating that work is their own.*
- *Only assessments that have been completed under controlled conditions with staff supervision will be used within the evidence, to ensure that assessment data is authentic.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

## Confidentiality, malpractice and conflicts of interest

### **Confidentiality**

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

<b>A. Confidentiality</b>
<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• <i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i></li> <li>• <i>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.</i></li> <li>• <i>Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.</i></li> </ul>

### **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>B. Malpractice</b>
<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>All staff involved have been made aware of these policies, and have received training in them as necessary.</i></li> <li>• <i>All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:</i> <ul style="list-style-type: none"> <li>○ <i>breaches of internal security;</i></li> <li>○ <i>deception;</i></li> <li>○ <i>improper assistance to students;</i></li> <li>○ <i>failure to appropriately authenticate a student's work;</i></li> <li>○ <i>over direction of students in preparation for final assessments;</i></li> </ul> </li> </ul>

- *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.*
- *Staff have been advised that disclosure of TAGs to students or parents before the publication of results on the official results day will be considered to be professional misconduct.*
- *Undue influence or lobbying by students or parents in relation to the TAGs to be awarded is malpractice and will be reported to the awarding body*
- *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.

<b>C. Conflicts of Interest</b>
<p><i>This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.</i></p> <ul style="list-style-type: none"> <li>● <i>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.</i></li> <li>● <i>Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - <a href="#">General Regulations for Approved Centres, 1 September 2020 to 31 August 2021</a>.</i></li> <li>● <i>We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.</i></li> </ul>

## Private candidates

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

### A. Private Candidates

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

- *Entries for private candidates are at the college’s discretion. The college will not approve entries for private candidates that it had not already approved prior to the government’s announcement that results would be awarded via teacher assessed grades. The college usually only permits private entries for individuals that were students at the college in the previous academic year.*
- *Private candidates will not have had the opportunity to sit the internal assessments that our internal students have completed over the last two years. However, we will make arrangements for private candidates to attend college to sit the remaining two internal assessments in April and May, alongside our internal candidates. Private candidates will be graded on the basis of their performance in those two assessments, alongside any relevant NEA which will also be marked by the college. Private candidates will be withdrawn if they do not attend for these assessments or if they fail to submit NEA.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.*
- *In nearly all cases, the evidence used to determine TAGs for private candidates will be grades achieved in the internal assessments for April 2021 and May 2021, and NEA for courses where this is a required component. Private candidates will not have sat internal assessments prior to this point, but arrangements will be made for private candidates to sit these final two assessments. These assessments will cover a large amount of content from the courses and will provide a sufficiently secure basis on which to determine a TAG.*
- *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.*

## External Quality Assurance

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

### A. External Quality Assurance

*This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the*

*purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.*

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All possible student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required. Whilst all student results will be available, student scripts are only likely to be available for April and May assessments in Year 13, and completed NEA.*
- *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 our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### **A. Results**

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *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 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.*
- *The Trust's Complaints Policy has been updated to reflect that complaints / appeals specifically in relation to TAGs awarded this summer will be dealt with in their entirety through the review and appeals process set out by JCQ (detailed below).  
[www.ncdoncaster.ac.uk/policies](http://www.ncdoncaster.ac.uk/policies)*
- *Students have been appropriately guided as to the necessary stages of appeal.*
- *Students have been appropriately guided as to how and when they can notify the college of any perceived errors or omissions with respect to individual variations or special circumstances. These will be reviewed and decisions made by the college prior to the determination of TAGs.*
- *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.*

