

## Centre Policy

*For the awarding of centre  
assessed grades in KS4 and KS5  
qualifications*

Summer 2021



The King's Academy  
Centre No. 41242  
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# Table of Contents

1. Introduction.....	3
a. Content and Statement of Intent.....	3
b. 'Centre assessed grade': what does it mean? .....	4
c. What will schools have to submit and by when? .....	4
d. When will students receive their results? .....	5
2. Staff responsibilities and training.....	6
a. Roles and responsibilities .....	6
b. Training, support and guidance .....	7
3. Determining centre assessed grades .....	8
a. The principles for determining centre assessed grades .....	8
b. Use of appropriate evidence.....	8
c. Authenticating evidence.....	9
d. Access arrangements and reasonable adjustments .....	10
e. Objectivity .....	10
f. Addressing disruption / differential lost learning (DLL) .....	11
g. Special considerations.....	11
h. Recording decisions and retention of evidence and data.....	12
i. Confidentiality and GDPR.....	13
4. Internal quality assurance .....	14
a. Principles of internal quality assurance .....	14
b. Comparison of centre assessed grades to results for previous cohorts .....	15
5. External Quality Assurance .....	16
6. Appeals.....	17
7. Malpractice and conflicts of interest.....	19
a. Malpractice .....	19
b. Conflicts of Interest .....	20

# 1. Introduction

## a. Content and Statement of Intent

On Monday 4 January, the Prime Minister announced that all public examinations scheduled for summer 2021 would be cancelled as a result of the ongoing disruption to education caused by the COVID-19 pandemic. Instead, teachers would instead award grades for their students. Following the Prime Minister's announcement and a period of consultation on the processes, guidance has been issued by Ofqual, the Department for Education and the awarding bodies.

This policy outlines the principles and procedures that will be followed by The King's Academy and is intended to be read by students, parents, teachers, school leaders and governors / trustees. The purpose of this policy is:

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

## b. 'Centre assessed grade': what does it mean?

Throughout this document, the term 'centre assessed grade' will be used (rather than the more common 'teacher assessed grade' referred to in the Ofqual guidance documentation). This to emphasise the *collective responsibility* that we hold as an institution to conduct this process to the best of our ability. This is not the role of a single teacher, Head of Department or senior leader: it is a *collective effort* where we seek to serve our students as a staff body, drawing on all of the data available to us, alongside the exercise of our professional judgement.

Ofqual's [guidance](#) states:

*The grades submitted to exam boards must reflect a fair, reasonable and carefully considered judgement of the student's performance across a range of evidence, on the curriculum content that they have been taught.<sup>1</sup>*

*Centres should consider the standard at which each student has performed over the course of study. This judgement should be based on the evidence of a student's performance on the subject content which they have been taught, whether in the classroom or via remote learning. The evidence could include work which has already been completed during the course as well as that which will be completed in the weeks and months to come. It is important that the judgements are objective and based on the evidence produced by a student on the content they have been taught.<sup>2</sup>*

In seeking to award centre assessed grades, therefore, we must seek objectivity, fairness and integrity. These grades are **not** target grades; in the case of Year 13 students, such grades should not be considered to be the same as UCAS predicted grades; in the case of Year 11 students, these are not the same as the CAGs that were reported in November 2020; and these grades are not the same as the grade that the student 'deserves' to attain. These grades are to be the standard at which the student has performed over the course of study, based on a range of evidence.

## c. What will schools have to submit and by when?

For every student who has been entered for a GCSE or A level qualification (including core mathematics and the extended project qualification) in Year 11 and Year 13 the Academy must submit an overall centre assessed grade for the qualification. These will be assessed on the 9-1 scale for GCSE and A\*-E for A level, although U grades may be awarded in cases where a student has not demonstrated sufficient evidence of reaching the standard for a passing grade. For GCSE combined science, the centre assessment grade should use the 17-point grade scale (9-9 to 1-1, or in some cases, U).

For GCSE English language spoken language, GCSE French and German, and A level biology, chemistry and physics practical work, exam boards will also collect the grades for the separate endorsements. If they have been completed, the grades should be submitted. If not, then centre assessed grades for the endorsement should be generated and submitted. There will be no requirement to submit statements of curriculum requirements being met in subjects such as GCSE geography field work.

The approach taken for vocational qualifications varies considerably between qualifications. In some cases, an overall centre assessed grade will be awarded, while in others grades will be awarded for each unit and aggregated by the awarding bodies.

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<sup>1</sup> p.3

<sup>2</sup> p.5

A number of students in Years 10 and 12 have also been studying for modular examinations in vocational qualifications and were due to sit these examinations in the summer series. These students are eligible for a centre assessed grade in those units and as such teachers will be submitting grades for these units that will contribute to students' overall qualification results next year.

All grades must be submitted to the relevant examination boards by Friday 18 June 2021.

#### d. When will students receive their results?

Students will receive their results on the scheduled examination results days:

- Year 13 Results Day: Tuesday 10 August 2021
- Year 11 Results Day: Thursday 12 August 2021

Arrangements will be in place to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students in August. Staff will also be available to provide the necessary advice, guidance and pastoral support to students regarding their next steps, e.g. careers guidance, sixth form enrolment, UCAS procedures, etc.

Alongside results, guidance will also be issued on the appeals process for summer 2021. Appropriate staff will be available to respond promptly to any requests for information from awarding organisations to enable such issues to be swiftly resolved, particularly in a situation where university places depend on the outcome of an appeal. Further information on the appeals process can be found in the Appeals section of this Centre Policy.

The means of distributing results is not yet known, as this will depend upon the social distancing measures still in place across the United Kingdom in August. Students and parents will receive further communication on this in due course.

## 2. Staff responsibilities and training

### a. Roles and responsibilities

This section of the policy outlines the roles and responsibilities of the staff in our centre who will be involving in determining centre assessed grades.

The Head of Centre (Mr Dawes, Principal) will:

- be responsible for approving our policy for determining teacher assessed grades;
- have overall responsibility for The King's Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined;
- confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place, including the evidence base, ensure these align with the guidance on standards provided by awarding organisations;
- ensure a robust internal quality assurance process (and, where appropriate, external quality assurance process) has been produced and signed-off in advance of results being submitted.
- *In the absence of the Head of Centre, this role will be delegated to Mr Reader (Senior Vice Principal).*

Our Senior Leadership Team (SLT) and Heads of Department (HODs) will:

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

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.

Our examinations officers (Mr Fox, Director of Examinations and Assessment; Miss Kawndele, Academic Administration Manager) will:

- be responsible for the administration of our final teacher assessed grades, including submission to the awarding bodies, and for managing the post-results services;
- securely store and be able to retrieve sufficient evidence to justify their decisions.

## b. Training, support and guidance

All staff involved in determining centre assessed grades will fully engage with training that is both centre-based and provided by the Joint Council for Qualifications and the awarding organisations. Training will include:

- Monday 12 April: HODs training on centre assessed grades: process, access arrangements, evidence requirements, etc.
- Friday 16 April: all staff training on centre assessed grades, as above.
- Tuesday 20 April: departmental twilight training session, covering:
  - Bias and Moderation - avoiding bias and principles of moderation / standardisation;
  - Departments engaging with standardization materials shared by awarding bodies.
- Friday 30 April: final briefing session for staff before formal assessment period commences.

Newly Qualified Teachers and those staff less familiar with assessments (e.g. early career stage teachers) will work closely with Heads of Department and/or more experienced colleagues when determining centre assessed grades. This may involve closer scrutiny or moderation of judgements or paired marking of assessments. Senior leaders will ensure that the grades determined by NQTs and teachers in their early career stages are carefully considered against historical outcomes and against colleagues' assessments in 2021.

### 3. Determining centre assessed grades

#### a. The principles for determining centre assessed grades

Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.

Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

Our teachers and Heads of Department will produce an Assessment Record for each subject cohort which will be reviewed by members of the Senior Leadership Team. Any necessary variations for individual students will also be recorded and reviewed by SLT.

#### b. Use of appropriate evidence

Teachers making judgements will have regard to the Ofqual [Head of Centre guidance](#) on recommended evidence, and further guidance provided by awarding organisations. In line with Ofqual guidance, work to be included as evidence that has been completed after Wednesday 24 March 2021 will be retained. Where work from before this date is available, it will also be included in any portfolio of evidence. However, not all evidence that will be used to determine grades will be available as some of it was completed prior to this date. All available evidence will be retained and made available for the purposes of external quality assurance and appeals.

Appropriate evidence will include:

- formal assessments undertaken in the summer term of 2021 (see below);
- non-examination assessments (NEAs) that have been completed, in full or in part;
- rehearsal examination results;
- results from modular assessments that have already been externally assessed (typically vocational subjects);
- substantial class or homework, including work that took place during remote learning where a teacher is confident that this is the student's own work;
- records of a student's capability and performance over the course of study in performance-based subjects, such as music, drama and physical education.

The formal assessments will take place during the period from Monday 12 April to Friday 28 May, with the bulk of the assessments occurring between Tuesday 4 May and Friday 21 May. These assessments are not seeking to replicate a full set of public examinations, but are nevertheless an important component of teachers gathering fair, objective and reliable evidence of students' knowledge, understanding and skills. These assessments will be produced by centre staff using:

- full or part past examination papers released by the awarding bodies, with the preference being those materials not available in the public domain;
- assessments based on the additional assessment materials released by the awarding bodies in spring 2021.

When devising assessments, staff will have due regard for the subject content that has been delivered and the depth in which it has been delivered, e.g. material taught during lockdown may not have been learned as well by students as material taught in a face-to-face classroom environment. The assessments will therefore balance specification coverage with depth of coverage, ensuring that students are able to demonstrate their knowledge, understanding and skills in a way that will allow teachers to make differentiated judgements.

These formal assessments will be used to support the consistency of judgements between teachers and classes, with moderation taking place to ensure consistency in marking within subjects.

The King's Academy will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- 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.
- 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 (see below), especially where that work was not completed within the school or college.

Teachers will not consider work produced with private tutors as the conditions under which it was produced cannot be authenticated. However, we would expect students' performance in their formal assessments and other work being generated as evidence to reflect the work undertaken with any private tutors.

### c. 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 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. All formal assessments will be undertaken under teacher supervision or with external invigilators, with the majority of formal assessments taking place in high control conditions as would be the case in public examinations. Where there is any doubt regarding the authenticity of a piece of work, this work will be removed from the evidence base for the individual concerned with the matter being referred to the Examinations Officer if suspected malpractice has occurred.

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.

#### d. Access arrangements and reasonable adjustments

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements.

- Where students have agreed access arrangements or reasonable adjustments (for example, a reader and/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 seek to obtain alternative evidence.
- 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 (see also Special considerations below).
- 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.

#### e. Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity in our decision making process.

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;
- centre 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.

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.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process and that staff fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

## f. Addressing disruption / differential lost learning (DLL)

All students have faced major disruption during their Key Stage 4 studies (March-July 2020; January-March 2021). To reflect this, centre assessed grades will be determined based on evidence of the content that has been taught and assessed for the cohort. The design of the formal assessments will take into account the content covered (breadth), the depth in which it was covered and the manner in which it was covered (e.g. in school; remote learning in live lessons; remote learning through independent study).

## g. Special considerations

Special considerations will not be applied by the awarding bodies this year, and this responsibility has been delegated to centres. To ensure consistency in the application of special consideration, we will ensure all teachers have due regard for the special considerations [guidance](#) from the JCQ.

The Joint Council for Qualifications defines special considerations as:

*...a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.<sup>3</sup>*

Teachers and Heads of Department should not seek to apply special considerations to their own data in the first instance. Any special considerations will be considered by members of the senior leadership team and, if accepted, adjustments will be discussed with the relevant Heads of Department.

If a student (or a parent/carer acting on their behalf), believes that special considerations should be applied, they should make this application in writing to the Senior Vice Principal, clearly stating:

- Student's name, tutor group and date of birth;
- Qualification(s) that special considerations are being sought for;
- The justification for special considerations (see below), with accompanying medical or other evidence where required.

It should be noted that special considerations can be applied to a maximum of 5%, in the following circumstances:

- 5%: reserved for the most exceptional cases (e.g. terminal illness of the candidate; terminal illness of a parent/carer; death of a member of the immediate family within two months of the examination; very serious and disruptive crisis/incident at or near the time of the examination)
- 4%: very serious problems (e.g. life-threatening illness of candidate or member of immediate family; major surgery at or near the time of the examination; severe disease; very recent<sup>4</sup> death of member of extended family; severe or permanent bodily injury occurring at the time of the examination; serious crisis/incident at the time of the examination)

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<sup>3</sup> <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2019-2020>

<sup>4</sup> 'Very recent' is defined as within one month of the examination(s) taking place.

- 3%: a more common category, including: recent traumatic experience such as death of a close friend or distant relative; recent<sup>5</sup> illness of a more serious nature; flare-up of a severe congenital/medical condition or a psychological condition; broken limbs; organ disease; physical assault trauma before an examination; recent crisis/incident; witnessing a distressing event on the day of the examination involved.
- 2%: the most common category of allowance, including: illness at the time of the examination; broken limb on the mend; concussion; effects of pregnancy (not pregnancy per se); extreme distress on the day of an examination (not simply exam related stress); allowance on last paper taken in a day when a candidate has been entered for three or more examination timetabled for the same day and the total duration of those papers is more than 5 hours 30 minutes (GCSE examinations) or more than 6 hours (GCE examinations)<sup>6</sup>.
- 1%: reserved for more minor problems, including: noise during examination which is more than momentary; illness of another candidate which leads to disruption in the examination room; stress of anxiety for which medication has been prescribed; hay fever on the day of an examination; minor upset arising from administrative problem.

## h. Recording decisions and retention of evidence and data

This section of our Centre Policy outlines the arrangements in place for recording decisions and retaining evidence.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- 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).

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<sup>5</sup> 'Recent' is defined as four months prior to the examination(s) taking place.

<sup>6</sup> Where extra time has been used following formal approval, this should be included in the calculation. Supervised rest breaks must not be included in the total duration of the papers when applying for special consideration.

## i. Confidentiality and GDPR

All discussions around centre assessed grades remain confidential within the Academy and centre assessed grades may **not** be shared with students or parents under any circumstances. This is to protect the integrity of teacher judgements. Students and parents will have access to this Centre Policy and be aware of the sources of evidence that may be used in determining grades, but the grades themselves will not be released to students until the results days in August.

Students or parents may seek to exercise their right to request their personal data under Article 15 of the General Data Protection Regulation. However, personal data such as marks or other information processed by a Data Controller (the Academy) for the purposes of determining results are exempt from this article under paragraph 25(2) of the Data Protection Act. Centres may therefore delay disclosure of such information until after results have been issued in line with the dates above.

## 4. Internal quality assurance

### a. Principles of 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.

- We will ensure that all teachers involved in deriving teacher assessed grades have read and understood this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation and moderation process across all grades.
  - Staff will work together in marking assessments to ensure consistency of marking standards.
  - Heads of Department will undertake work scrutiny to ensure consistency within departments.
  - Where appropriate, samples of work will be moderated by colleagues from other schools within Emmanuel Schools Foundation (ESF).
- We will ensure that all teachers are provided with training and support, including accessing training material from the awarding bodies, to ensure they take a consistent approach to:
  - arriving at teacher assessed grades;
  - marking of evidence;
  - reaching a holistic grading decision;
  - applying the use of grading support and documentation.
- We will 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:
  - Where another member of staff has relevant experience or expertise of the course (e.g. they have taught the course recently but are not involved in assessments in 2021), then this member of staff will be asked to review the teacher judgements.
  - Where there is no suitable member of staff at The King's Academy, we will seek support from elsewhere within ESF.
  - Where no suitable member of staff from within ESF can be identified, the Principal and/or Senior Vice Principal will review the evidence and grades.
- 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.

## b. Comparison of centre assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our centre assessed grades in 2021 with results from previous cohorts.

- We will compile information on the grades awarded to our students in the past three June series in which public examinations took place (2017, 2018 and 2019).
  - 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, specifically SISRA and FFT Aspire to help validate our judgements against historic and national performance.
  - Where subjects are no longer offered at The King's Academy, we will not include these in our whole school measures.
  - This analysis will consider the context of the cohort (size; SEND proportions; disadvantaged proportions) and the stability of the outcomes during this period.
  - This analysis will not be made available to teachers before grades have been determined to avoid judgements being made to fit an expected data pattern.
- Once all centre assessed grades have been determined, senior leaders and HODs will consider subject and centre level variation in our outcomes.
- We will prepare a succinct narrative on the outcomes of this review against historic data which, in the event of significant divergence from the qualification level profiles attained in the three years between June 2017 and 2019, addresses the reasons for this divergence. This commentary will be made available to the awarding bodies during any external quality assurance process.

## 5. External Quality Assurance

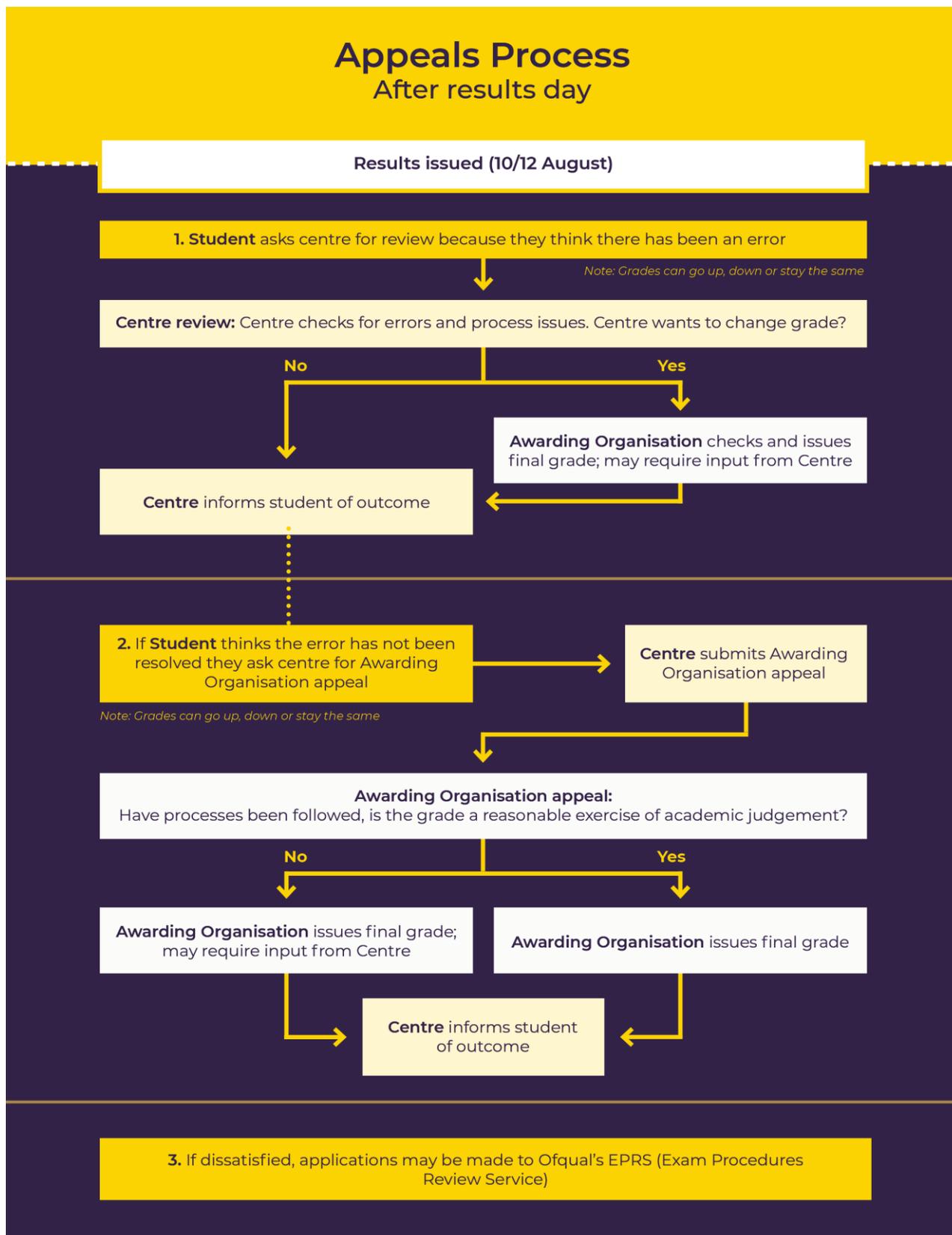
This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- 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 will be properly kept and made available for review as required.
- All student evidence completed after Wednesday 24 March 2021 on which decisions regarding the determination of grades will be retained and made available for review as required. Where physical evidence from prior to this date exists, this will also be retained and submitted.
- 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 rehearsal exam marks are to be used as evidence and the exam scripts are no longer available, a copy of the paper and the grade boundaries used to generate the rehearsal exam grade will be provided as evidence.
- 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.

## 6. Appeals

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

The flowchart<sup>7</sup> below summarises the appeals process:



<sup>7</sup> JCQ Guidance on the Determination of Grades for A/AS Levels and GCSEs for Summer 2021, p.51

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](#).

Further to this:

- 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.
- Learners 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.

## 7. Malpractice and conflicts of interest

### a. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

Malpractice, means any act, default or practice which is a breach of the Regulations or which:

- gives rise to prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Malpractice may be intentional or may arise due to a lack of awareness of the regulations, carelessness or forgetfulness in applying the regulations.

Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021. All staff involved have been made aware of these policies, and have received training in them as necessary.

All staff involved have been made aware of the specific types of malpractice which may affect the summer 2021 series including:

- breaches of internal security;
- deception;
- improper assistance to students;
- failure to appropriately authenticate a student's work;
- over direction of students in preparation for common assessments;
- allegations that centres submit grades not supported by evidence that they know to be inaccurate;
- 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](#), 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.

Student malpractice may include:

- plagiarism (attempting to pass off another person's work as one's own);
- seeking to exert undue pressure on teachers to award a particular grade (or having another individual do so on their behalf);
- attempting to copy from another student during a formal assessment.

All teachers have been made aware of what would constitute student malpractice and the importance of reporting this to the Examinations Officer. The Examinations Officer will investigate any instances of reported malpractice and where it is suspected that malpractice has occurred, the relevant [JCQ guidance](#) will be followed.

## b. 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 the Head of Centre for further consideration. The Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with [JCQ guidance](#). The Academy will carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.