



ST EDMUND'S COLLEGE
& PREP SCHOOL

Centre Policy: St Edmund's College
Centre Number:17269
Teacher Assessed Grades

FOR A/AS LEVELS, GCSES AND IGCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades in Summer 2021

Background

Our Centre Policy reflects our individual circumstances and reflects our practices in awarding teacher assessed grades and will be actively implemented and adopted, taking account of the guidance provided in the documents: 'JCQ Guidance on the Determination of Grades for A/AS Levels and GCSEs for Summer 2021'; Pearson 'Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021'; and Guidance provided by Cambridge Assessment International Education entitled 'Collecting Evidence to Support School-assessed Grades' and 'Guidance for Deciding School-assessed Grades'.

Statement of intent

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

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 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 and that of other examination boards used by our centre.
- 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 all awarding organisations the College uses 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, Mr Matthew Mostyn, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for St Edmund's 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.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- Coordinate and communicate a timeline for assessment and determining grades
- Provide training and support to our other staff and facilitate attendance at courses.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Ensure an effective approach within and across departments and authenticate the preliminary outcome from single teacher subjects where appropriate.
- 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 deciding a grade.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications and other examination boards used by our centre.
- 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.
- Ensure that mitigating circumstances such as special considerations, access arrangements are collated, shared and understood by all staff determining grades.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo 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 and other examination boards used by our centre.

- 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 or the examination boards where IGCSEs and International AS and A levels are taken.
- 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.

Data Manager

- Support the SLT with responsibility for examinations with compiling systems for analysing data and for benchmarking against previous years.
- Collate and hold centrally all data used to determine grades in each qualification.
- support our internal quality assurance process by generating historical results and testing our data using external sources.
- Support our Examinations Officer to administer our final grades to our awarding organisations.

Examinations Officer

Our Examinations Officer will:

- Support the SLT with responsibility for examinations and the Data Manager with ensuring that information about processes and deadlines is communicated to relevant staff.
- 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.

- Senior and middle leaders will be provided with relevant training opportunities to support them in determining and awarding Teacher Assessed Grades.
- Heads of Faculty/Department will keep themselves and their teachers informed about examination board training and guidance as it is produced and updated and ensure this is followed.
- Heads of Faculty/Department will ensure that they are aware of all expectations as outlined in the documentation from JCQ, Ofqual, CAIE and Pearson and the relevant examination boards used in our Centre and that this is cascaded to all members of staff responsible for teaching GCSE, AS and AL subjects within their faculty/department.
- Heads of Faculty/Department will arrange to meet with their subject teams/staff to undertake training and support teachers in the process of determining grades.
- Heads of Faculty/Department will produce a schedule of processes outlining the timing of assessments, moderation and standardisation and grade award sessions.
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications, other examination Boards used by our centre, 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

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment through Departments, in consultation with the Academic Leadership Team.
- 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 our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: Guidance on grading for teachers.

A. Use of evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- For evidence produced before 24th March 2021 teachers will attempt to source original copies of relevant pieces of work from students. As a College we are aware this may not be possible in all cases. Where a candidate's work is not available, records of a student's marks along with a copy of the assessment and the mark scheme will be made available for external QA.
- All marks and grades produced after 24th March 2021 will be retained securely by the College.
- We will be using student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers, or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed. If this has not been possible, the mitigating circumstances will be referenced by the Head of Department and recorded on the **Variations for Individual Students** form or the **Rationale Document** for CAIE
- 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 internal assessments taken by pupils.
- We will use mock examinations taken over the course of study.
- 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.
- If appropriate, to support other pieces of evidence, we will use substantial class or homework (including work that took place during remote learning).

For international GCSE's awarded by Pearson, our centre will give due regard to the section in the *Pearson Guidance on the determination of grades for International A/AS Levels and International GCSEs for May/June 2021* entitled: Guidance on grading for teachers.

We will use other evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.

- Teachers making judgements will have regard to the guidance provided by Pearson.
- 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 Pearson, including 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 Pearson materials, and have been marked in a way that reflects Pearson's 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 examinations taken over the course of study.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- 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.
- Should we have another lockdown and have assessments to complete for evidence gathering. our Centre will move to a system of remote assessment and invigilate these to ensure a high level of control. The SLT Leadership team will issue guidance and coordinate the assessments if needed.

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.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department / subject leader. Any necessary variations for individual students will also be shared.

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.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - arriving at teacher assessed grades.
 - marking of evidence.
 - reaching a holistic grading decision.
 - applying the use of grading support and documentation.
- We will conduct internal standardisation across all grades and review student attainment.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions so that subject teachers are able 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.
 - This will be a member of SLT Academic Leadership Team or a core HOD as designated by the Senior Deputy Head Academic.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts

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

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which examinations took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year. We will consider progress as well as attainment in our data analysis process.
- We will consider the stability of our centre's overall grade outcomes from year to year, using baseline information we hold e.g., CEM data.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- Each subject 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, 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 our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- 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 include grades from International GCSEs because we have previously offered these.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021 – CEM data, Internal CWGs (current working grades) and PFGs (potential final grades).
- We will review and compare student attainment so there is consistency in terms of teacher assessed grades and report / grade sheet grades issued.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- We will omit subjects that we no longer offer from the historical data.
- We will pay due regard to small group data where the attainment of a small cohort of students could significantly skew the data

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.
- 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 will be used.
- 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.
- 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](#) and all applications for reasonable adjustments and mitigating circumstances (special consideration) will be reviewed by the SENCO / Pastoral Leaders and approved by a member of Academic Leadership Team.

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.
- On the assessment records (calculation of grades / rationale document for CAIE)- Heads of Department / subject leaders will record any necessary variations which take account of the impact of disruption on an individual candidate's performance.

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 Department 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, 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.
- 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 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 and /or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).
- To ensure data security in event of a cyber-attack all records showing how the teacher assessed grades process operated, including the evidence and rationale for decisions in relation to individual marks/grades, will be backed up daily in line with the College's Information Security Policy.
- In the event of a Data breach or a cyber-attack the College will execute the Incident Response Plan overseen by the Bursar who has been appointed as the Data Protection Controller.

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 department standardisation meetings, HOD meetings, Line Management meetings with a focus on TAGs, data analysis meetings and SLT quality assurance meetings, 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 - <https://www.aqa.org.uk/2021-exam-changes>
 - Edexcel/Pearson - <https://qualifications.pearson.com/en/campaigns/summer-2021-support.htm>
 - OCR - <https://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/>
 - Eduqas (WJEC) - <https://www.edugas.co.uk/home/summer-2021-information-and-updates/>
 - CAIE - <https://www.cambridgeinternational.org/covid/june-2021-exam-series/school-assessed-grades/>
 - Pearson (IGCSE) - <https://qualifications.pearson.com/en/campaigns/pearson-covid-19/united-kingdom-covid-19-coronavirus-update.html>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.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- 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 our Centre Policy outlines the measures in place to prevent malpractice and other breaches of examination regulations, and to deal with such cases if they occur.

B. Malpractice

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

- Our College Examination policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021. This is attached as Appendix A.
- 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.
- 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 Section 5.6 of the CAIE Handbook, Regulations for administering Cambridge Exams including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations, and should be read in conjunction with our Conflicts of Interest Policy attached at Appendix B

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

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

A. External Quality Assurance

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

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.and the [guidance from CAIE](#).
- 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. This will be coordinated by the Examinations Officer.
- 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 examinations 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 and those of the International Examination Boards.

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** and the guidance from CAIE.
- 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. This will be coordinated by the Examinations Officer.
- 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/guardians/students and staff.

Appendix A



ST EDMUND'S COLLEGE

Malpractice Policy
Summer 2021

Introduction

St. Edmund's College manages malpractice, in accordance with the JCQ [General Regulations for Approved Centres](#) (section 5.11). and Section 5.6 of the CAIE Handbook, [Regulations for administrating Cambridge Exams](#).

Under normal delivery arrangements we take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations and report and investigate as detailed in the Examinations policy according to the 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.

Purpose of the policy

This policy addresses malpractice under the specific arrangements for delivery in Summer 2021.

All staff involved have been made aware of this policy.

General principles

In accordance with the regulations St. Edmund's College will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after the determination of grades process
- inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation, including:
 - the [JCQ M1 form](#) or [CAIE Exam day – Form 9c](#) in a case of suspected candidate malpractice
 - the [JCQ M2 form](#) or [CAIE Exam day – Form 9a](#) and [Form 9b](#) a case of suspected malpractice/maladministration involving a member of centre staff

as required by an awarding body, investigate any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication [JCQ Suspected Malpractice: Policies and Procedures 2020-2021](#) and Section 5.6 of the CAIE Handbook, [Regulations for administrating Cambridge Exams](#).

and provide such information and advice as the awarding body may reasonably require

Where reference is made to candidates, this includes any private candidates accepted by the centre

Reporting malpractice

Candidates (or an individual acting on their behalf)

In accordance with [JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021](#) and [CAIE Collecting evidence to support school-assessed grades](#) each candidate will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.

Where a candidate might attempt to gain an unfair advantage during the centre's process on the determination of grades by, for example, submitting fabricated evidence or plagiarised work, or any other act deemed as malpractice in the [JCQ Suspected Malpractice: Policies and Procedures 2020-2021](#), and Section 5.6 of the CAIE Handbook, [Regulations for administering Cambridge Exams](#). St. Edmund's College will submit a report of suspected candidate malpractice to the relevant awarding body.

Where a candidate, or an individual acting their behalf such as a parent/carer, might try to influence grade decisions by applying pressure to the centre or any of its staff, St. Edmund's College will keep and retain clear and reliable records of the circumstances and the steps taken, and make the candidate aware of the outcome. This will include a record that confirms the candidate had been made aware of the evidence that was going to be used and understand that the range of evidence used to determine a grade was not negotiable.

However, if a candidate or an individual acting on their behalf continues to inappropriately attempt to pressure centre staff, a report of suspected candidate malpractice will be submitted to the relevant awarding body.

A report will be submitted by completing the appropriate documentation as guided by the individual awarding body concerned, including the form [JCQ M1 Report of suspected candidate malpractice](#).

- This form must be used by the head of the centre to notify the appropriate awarding body of an instance of suspected candidate malpractice in the conduct of examinations or assessments
- It can also be used to provide a report on investigations into instances of suspected malpractice
- In order to prevent the issue of erroneous results and certificates, it is essential that the awarding body concerned is notified immediately of instances of suspected candidate malpractice

Centre staff

St. Edmund's College will report any instances of potential malpractice (which includes maladministration) where any centre staff fail to follow the published requirements for determining grades.

Examples of potential malpractice taken from the [JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021](#) and Section 5.6 of the CAIE Handbook, [Regulations for administering Cambridge Exams](#), includes but is not limited to:

- Exam entries are created for students who had not studied the course of entry or had not intended to enter for June 2021
- Grades created for students who have not been taught sufficient content to provide the basis for that grade
- A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades
- A teacher fabricating evidence of candidate performance to support an inflated grade
- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes and assessment materials, to support an inflated grade
- A teacher intentionally submitting inflated grades

- A failure to retain evidence used in the determination of grades in accordance with the JCQ and CAIE Grading guidance
- A systemic failure to follow the centre's policy in relation to the application of Access Arrangements or Special Consideration arrangements for students in relation to assessments used to determine grades
- A failure to take reasonable steps to authenticate student work
- A failure to appropriately manage Conflicts of Interest (COIs) within a centre
- A Head of Centre's failure to submit the required declaration when submitting their grades
- Grades being released to students (or their parents/carers) before the issue of results
- Failure to cooperate with an awarding body's quality assurance, appeal or investigation processes
- Failure to conduct a centre review or submit an appeal when requested to do so by a student

A report will be submitted by completing the appropriate documentation as guided by the individual awarding body concerned, including the form [JCQ M2 Notification of suspected malpractice / maladministration involving centre staff](#). Or [CAIE Exam day – Form 9a](#) and [Form 9b](#) as appropriate.

- This form must be completed by the head of centre before an investigation commences to notify an awarding body of an instance of alleged, suspected or actual malpractice or maladministration
- The form must be completed and submitted to the appropriate awarding body immediately a suspicion is raised or an allegation received



ST EDMUND'S COLLEGE

Conflicts of Interest Policy

Summer 2021

Introduction

St Edmunds College manages conflicts of interest in accordance with the [JCQ General Regulations for Approved Centres \(section 5.3\)](#). Roles and responsibilities for normal delivery arrangements are detailed in the Examinations Policy to ensure that awarding bodies are informed (where required) of any relevant conflict declared by members of centre staff and records are maintained that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries.

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.

Purpose of the policy

This policy addresses how we are managing any potential conflicts of interest under the specific arrangements for delivery in Summer 2021.

General principles

A process is in place to collect any declaration of personal interest from all staff involved in the arrangements for Summer 2021 and to manage any potential conflicts of interest.

Declaration process

- A Declaration of Personal Interest form for Summer 2021 will be sent by the Examinations Officer, by email, to all centre staff involved in the process
- Staff will be required to
 - confirm their understanding of what a personal interest in a candidate relates to
 - (where applicable) declare no personal interest in any candidate
 - (where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements
 - confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre
 - return the completed declaration to Examinations Officer, by 30th April

Managing conflicts of interest

- A Conflicts of Interest log for Summer 2021 will be maintained to record any potential conflicts of interest declared by centre staff
- The log will record the nature of potential conflict and a decision by the SLT Academic, if this is deemed a potential risk to the integrity of the centre's assessments
- (where applicable) The log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need if to separate duties and personnel.

Individual awarding body instruction/guidance will be followed if there is any change for summer 2021 to their normal procedures for informing of conflicts of interest.

Declaration of Personal Interest form – Summer 2021

Your name		Your job role(s)	
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This completed form must be returned to the Examinations Officer by 30th April

Confirm your understanding: (Please tick the box to confirm a statement)

- I understand that a personal interest relates to a candidate who is a member of my family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)

You must declare all statements that apply to you: (Please tick the box to confirm a statement)

- I have no personal interest in a candidate to declare
- I declare a personal interest in a candidate who is part of a class or cohort for whom I will be:
- Determining teacher assessed grades including consideration of evidence and how that evidence informs these grades in accordance with our Centre Policy
 - Keeping records of any discussions with candidates around the evidence on which grades will be based
 - Producing assessment records that explain the determination of the final teacher assessed grades
 - Safely retaining copies of candidates' work and any mark records
 - Completing a Head of Department Checklist/declaration before submitting subject outcomes for internal standardisation
 - Involved in the internal quality assurance processes that are in place
 - Collating grades for all classes/cohorts in preparation for submission to the awarding body/bodies
 - Inputting grades through the awarding body/bodies grade submission system/systems
 - Completing the Head of Centre declaration(s) to finalise the submission of grades
 - Involved in reviews of centre processes and the appeals process

(Where more than one related person, please complete a separate form)

Name of related person (the candidate)			
Candidate number		Relationship to me	
Qualification(s) details	Awarding body	Subject code	Subject title

Signature to confirm declaration:

By signing here, I am also confirming I am aware of the need to maintain the confidentiality of the grades and endorsements determined by the centre which must not be given to candidates or parents/carers before the issue of results by the awarding bodies

Date declaration form completed and signed:

You will be informed of any additional controls put in place that directly affect you/your role to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals

This record will be retained until the published deadline for appeals has passed or until any on-going appeal, malpractice investigation or other results enquiry has been completed, whichever is later

Conflicts of Interest log – Summer 2021

Date recorded	Staff name & role(s)
Nature of potential conflict	
Deemed a potential risk	Yes / No
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals	

Date recorded	Staff name & role(s)
Nature of potential conflict	
Deemed a potential risk	Yes / No
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals	

Date recorded	Staff name & role(s)
Nature of potential conflict	
Deemed a potential risk	Yes / No
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals	

This record will be retained until the published deadline for appeals has passed or until any on-going appeal, malpractice investigation or other results enquiry has been completed, whichever is later