



Blenheim High School Centre Policy

FOR A LEVELS, TECHNICAL AWARDS AND GCSES FOR SUMMER 2021

CENTRE NUMBER – 64659

HEAD OF CENTRE – MR A. A. BODELL

26TH APRIL 2021

Centre Policy for determining teacher assessed grades - summer 2021: BLENHEIM HIGH SCHOOL - 64659

Statement of intent

This section outlines the purpose of this document in relation to our centre. The School Centre Policy for the 2021 summer examination series supplements the current Blenheim High School Examination Policy and Special Consideration Policy (T:\All Staff\Exams\Examination Policies) and is also available on the school website:

<https://www.blenheim.surrey.sch.uk/1459/our-policies-1>

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 (TAGs) 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 exemplars provided in March 2021.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades (TAGs).
- 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, 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 – (see Appendix 5)

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

Head of Centre

- Our Head of Centre, Mr A A Bodell, will be responsible for approving the policy for determining teacher assessed grades (TAGs).
- Our Head of Centre has overall responsibility for the school 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 (TAGs) 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 by **18th June 2021**.

Senior Leadership Team (SLT) and Heads of Department (HODs)

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our teaching and support staff in awarding teacher assessed grades (TAGs).
- compile in the 'in class' assessments follow the outlined plan, and create an in class assessment cover sheet for each individual element (in class assessment)
- provide a completed Assessment Objective Record (AOR) overview mapping assessment objectives (AOs) for each qualification delivered by **23rd April 2021**.
- support the Head of Centre in the quality assurance (QA) of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects by working with their Line Manager (no grade in isolation).
- 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 provided by the Examinations Officer.
- HODs collate and securely store, and be able to retrieve sufficient evidence to justify their decisions (SIMS and in class assessments April to May 2021)
- 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 by **Wednesday 16th June 2021**.

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, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade (TAGs) 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.
- Complete the 'in class' assessment cover sheet, 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.
- Assist the HODs in securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- provide awarding body guidance.
- decide on mitigation (special consideration) as and when required in conjunction with SLT Line Manager.
- provide support in relation to examination access arrangements and mitigation.
- provide an alternative venue for students with small group setting arrangements.
- provide a summer 2021 assessment support hub to provide examination access arrangements materials – reader pens, laptops, prompts and supervised rest breaks.
- be responsible for the administration of our final teacher assessed grades (TAGs) and for managing results, including the post-results services/appeals.

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

- Input to all staff and HODs regarding the awarding of teacher assessed grades.
- Input to all HODs covering the approach of 'no grades in isolation'.
- Sharing of best practice approaches to standardise and remove bias
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Training on SISRA and ALPs data tools to support standardisation at department and whole school level.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Teachers to work through and review the JCQ – TAG worked example guidance.
- Input to Teachers to explain the 'in class' assessment cover sheet documentation.
- Parental guidance to be provided to outline the processes and procedures to support the awarding of teacher assessed grades (TAGs) in 2021, in order to give confidence in the awarding of grades.

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- No grade to be awarded in isolation.
- Moderation and standardisation training within departments.

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 (see Appendix 2)

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 (SIMs TAG mark sheet and stored 'in class' assessments and predicted grades)
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s) from March 2021, past papers (2020) 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, and will be recorded in SIMs TAG mark sheets as part of the assessment record (SIMS).
- 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. An in class assessment front cover sheet will be used to record key information for each individual candidate.
- We will use internal tests taken by pupils from September 2020 to May 2021.
- We will use mock exams taken over the course of study if completed.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, dance, drama and PE.
- We will use selective class or homework (including work that took place during remote learning) if required.

We provide further detail in the following areas:

Additional Assessment Materials (in class assessments)

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed in lessons from 12th April to 28th May 2021.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught or impacted by two national school closures (March to July 2020 and Jan to March 2021)

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.
- 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 assessments via the assessment objective record template for each individual department.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

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 (see Appendix 2, <https://www.jcq.org.uk/summer-2021-arrangements/>)

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

- Staff and Head of Department meetings on the detail relating to the awarding of teacher assessed grades
- Communication to parents and students about the consultation and approach implemented via a video on the school website.
- 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 and review the prior attainment data held in our data management system (SIMS TAG mark sheets) for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
- No grade to be submitted in isolation, single HODs/teacher departments work in conjunction with their SLT Line Manager.

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 (see appendix 2, 3, 4, 5 and <https://www.jcq.org.uk/summer-2021-arrangements/>)

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 (TAGs) read and understand this Centre Policy document. This will be shared electronically and signed by each individual teacher.
- 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:
 1. Marking of evidence
 2. SIMs TAG marksheet overview of candidate prior attainment
 3. Applying the use of grading support and documentation
 4. Review examination access arrangement candidates
 5. Review mitigating circumstances (special consideration) candidates
 6. Reaching a holistic grading decision
 7. Standardisation of teacher assessed grades awarded using SISRA and ALPS
 8. Arriving at teacher assessed grades (TAG)
- We will conduct internal standardisation across all grades using SISRA and ALPS.
- We will ensure that the Assessment Record (SIMs TAG mark sheet) 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 the SLT Line Manager within the centre.
 - This will be G Adams (Deputy Head), S Mooneegan (Deputy Head) M Everest (Assistant Head)
- 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 (see appendix 4)

This section gives details of our internal process to ensure a comparison of teacher assessed grades (TAGs) 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 exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process and benchmark against National subject profiles.
- We will standardise at subject level the teacher assessed grades (TAGs) for sub groups and historical performance to support student students of protective characteristics.
- 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 our centre will follow if our initial teacher assessed grades (TAGs) 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 Levels grades A* to U, L3 BTECs graded L3D* to L3P/NYA, GCSE grades 9 to 1 and L2 Technical Awards L2D*- L1P/NYA. 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 (Historical Progress, Attainment and Value Added data for Blenheim High School, and historical national outcomes for GCSE, BTEC and A level courses).

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 (GCSE German last taught in 2020)

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) (see appendix 3, <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>)

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

- Teachers to review the Year 11 and 13 access arrangements or reasonable adjustments list available on the school network and via the named student list in planner.
- Teachers will indicate on the in class assessment cover sheet access arrangements or reasonable adjustments required prior to the in class assessment running.
- 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 in classrooms or the alternative venue.
- Where equipment (reader pen, laptop, PP pencil case) are required these will be made available centrally for Teachers to collect prior to the planned in class assessments.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will apply mitigating circumstances (special consideration) for the evidence obtained.
- Where illness or other personal circumstances might have affected performance in the class assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- Any mitigating circumstances (special consideration) will be recorded on the 'in class assessment cover sheet. Reasonable adjustments will be agreed by the examinations officer in conjunction with the Deputy Head Curriculum.
- Mitigation will be sought from the JCQ guidance to inform the reasonable adjustment (JCQ - A guide to the special consideration process September 2020).
- We will record, as part of the in class assessment cover sheet and the Assessment Record (SIMs TAG mark sheets), 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 access to the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL) (see appendix 3 and <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Heads of Departments will review the impact of the two national school closures (March 2020 – July 2020 and Jan 2021 to March 2021) when designing the in class assessment framework (T:\All Staff\Curriculum\Exam results\Awarding Grades 2021\In class assessment - Student documents).
- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Any key assessments completed (T2/1 and T2/2 in 2021) during the two national school closures will be classified as low level of control (completed at home with any control).
- Mitigating circumstances collation for the cohorts will inform any reasonable adjustments to be made (see reasonable adjustments and mitigating circumstances (special consideration). The cohort generated will be reviewed prior to the Teacher and Head of Department/Line Manager confirming the teacher assessed grade (TAG).

Objectivity

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

Objectivity (see appendix 4, 5, <https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-GCSE.pdf> , <https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-JCQ-Guidance-WorkedExamples.pdf>)

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 Centre will consider:

- Training will be provided to support the awarding of teacher assessed grades (TAGs) and no grade awarded in isolation.
- Moderation of a random sample of 'in class' assessments to be completed in each cycle and recorded on the 'in class' assessment cover sheet.
- 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 (TAGs)
- grade descriptors are used to support the awarding of teacher assessed grades (TAGs) and supported by JCQ Guidance (Worked examples to assist with determining grades - T:\All Staff\Curriculum\Exam results\Awarding Grades 2021\JCQ Guidance\Grade Assistance)

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 (see appendix 5 and SIMS TAGs mark sheets)

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

- We will complete an assessment record summary for each subject mapping the assessment objectives covered.
- 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 (in class assessment from cover sheet).
- 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 (SIMS TAGs mark sheets – assessment record for each student)
- 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. (SIMS TAGs mark sheets – assessment record for each student)
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted. No grade awarded in isolation.
- We will ensure that evidence is retained electronically or on paper in a secure (locked environment) centre-based system (Heads of Department) that can be readily shared with our awarding organisation(s).

Authenticating evidence

D. Authenticating evidence (see appendix 3)

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, either within the centre or with external tutors. This will include:
 - location of where the in class assessment was completed (present/absent or at home).
 - student acknowledge the accuracy of the score and grade awarded.
 - teacher signing the in class assessment cover sheet once completed.
 - PARs register and seating plan.
 - NEA student declaration form.

- 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.

A. Confidentiality (<https://www.jcq.org.uk/summer-2021-arrangements/>)

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 (TAGs)
- 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 exam regulations, and to deal with such cases if they occur.

B. Malpractice (<https://www.jcq.org.uk/summer-2021-arrangements/>)

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 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 in class 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.
- all parents and students have been made aware of how **pressure from students, parents or carers to submit grades that are higher than the evidence support is seen as potential malpractice.**
- all staff have been made aware of the steps to take (HOD, LM and record in PARs) if a student/parent pressures a teacher to submit grades that are higher than the evidence base collated
- 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.

C. Conflicts of Interest (<https://www.jcq.org.uk/summer-2021-arrangements/>)

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration. This is collated via a Survey Monkey questionnaire in October 2020 and March 2021.
- Our Head of Centre, in conjunction with the Examinations Officer, will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

Private candidates

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

A. Private Candidates (<https://www.jcq.org.uk/summer-2021-arrangements/>)

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

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Private candidates will attend the centre to completed the planned 'in class' assessments within the alternative arrangement location.
- 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 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 (OCR allocated to our centre)

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**. (T:\All Staff\Curriculum\Exam results\Awarding Grades 2021\JCQ Guidance\TAG - Full JCQ Guidance - March 2021)
- 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 (TAGs) 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 (SIMS TAGs mark sheets centrally stored).

- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance (OCR) 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 (Appendix 6, <https://www.jcq.org.uk/summer-2021-arrangements/>)

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 Level, Technical Awards and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including the 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 (page 19).
- 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/carers have been made aware of arrangements for results days on 10th and 12th August 2021.

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 (See appendix 6, <https://www.jcq.org.uk/summer-2021-arrangements/>)

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**. (T:\All Staff\Curriculum\Exam results\Awarding Grades 2021\JCQ Guidance\TAG - Full JCQ Guidance - March 2021)
- 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, and materials provided within the result packs and on the school website.
- 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.

IT Contingency Plan

This section of our Centre Policy outlines our mitigation to mitigate potential disruption caused by a failure of IT systems, including a cyberattack.

A. IT Contingency Plan

Criteria for implementation of the plan:

- MIS system failure during preparation for and undertaking assessments;
- MIS system failure at final grade entry deadline;
- MIS system failure at results release time.

Centre actions to mitigate the impact of the disruption

- Ensure SIMS is backed up every day, offsite into the Cloud.
- Ensure that the internal IT Department are maintaining and managing SIMS and the infrastructure it relies on effectively by monitoring alerts setup on SIMS server and physical host
- Ensure SIMS can be accessed remotely by staff and eduthing.
- Ensure suitable support package with SIMS/Capita for the resolution of issues is in place: Strictly 4S
- IT to store backed up data remotely for contingency using Redstor.
- Ensure there is an emergency laptop with access to all systems, kept in a fire proof safe and available to be removed at short notice.
- Eduthing have full access to all systems remotely, and have the functionality to start a server e.g. SIMS in the cloud should there be a failure onsite
- Ensure system available to enable assessments to continue to take place remotely in the event that students and teachers are not able to access the school e.g. another national lockdown: Showbie.

APPENNDIX

Support internal school documents stored on the school shared area, links presented. The school website gives access to Appendix 1, 2, 3 and 5 and links to the JCQ parent guidance (<https://www.icq.org.uk/summer-2021-arrangements/>)

Appendix 1 - In class assessment plan 2021

<T:\All Staff\Curriculum\Exam results\Awarding Grades 2021\In class assessment - Student documents>

Appendix 2 – A Level, Technical Awards and GCSE assessment objectives record (AORs)

<https://blenheimhigh.sharepoint.com/sites/staffresources/Shared%20Documents/All%20Staff/Curriculum/Exam%20results/Awarding%20Grades%202021/Head%20of%20Department%20resources/A%20Level%20-Assessment-Record-Assessment%20Objectives%20-%20April%202021.docx>

<https://blenheimhigh.sharepoint.com/sites/staffresources/Shared%20Documents/All%20Staff/Curriculum/Exam%20results/Awarding%20Grades%202021/Head%20of%20Department%20resources/GCSE-Assessment-Record-Assessment%20Objectives%20-%20April%202021.docx>

Appendix 3 – In class assessment cover sheet

<https://blenheimhigh.sharepoint.com/sites/staffresources/Shared%20Documents/All%20Staff/Curriculum/Exam%20results/Awarding%20Grades%202021/Assessment%20cover%20sheet/BHS%20-%20Assessment%20cover%20sheet%20-%20Awarding%20the%20grade.docx>

Appendix 4 – Standardisation of TAGs – subject review

<https://blenheimhigh.sharepoint.com/sites/staffresources/Shared%20Documents/All%20Staff/Curriculum/Exam%20results/Awarding%20Grades%202021/Head%20of%20Department%20resources/T2-2%20Standardisation%20of%20GCSE%20and%20L2%20Technical%20awards%20-%20March%202021.docx>

Appendix 5 – Head of Department check list/declaration

<https://blenheimhigh.sharepoint.com/sites/staffresources/Shared%20Documents/All%20Staff/Curriculum/Exam%20results/Awarding%20Grades%202021/Head%20of%20Department%20resources/Head%20of%20Department%20checklist%20-%20April%202021%20-%203%20copies%20to%20be%20signed.docx>

Appendix 6 – Guidance for students, parents and guardians; GCSE and A Levels

<https://www.icq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-for-Students-and-Parents-on-Summer-2021.pdf>