

Centre Policy

FOR PEARSON GCE A LEVELS, INTERNATIONAL A/AS LEVELS AND
INTERNATIONAL GCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades – summer 2021:

THE BRITISH SCHOOL OF GRAN CANARIA

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 the Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021 and the guidance in the Pearson Grading for Summer 2021 - How to arrive at grades document.*
- *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 following guidance in the Pearson Quality Assurance Checklist and Ofqual Guidance – Information for centres about making objective judgements 2021 and the school's Equal Opportunities Policy.*
- *To ensure our centre meets all requirements set out by the Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021.*
- *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, Julian Clark, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for The British School of Gran Canaria 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 Pearson.*
- *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, Heads of Department and Co-ordinators

Our Senior Leadership Team and Heads of Departments 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 Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 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.*

Teachers/ Specialist Teachers / Head of Learning Support

Our teachers, specialist teachers and Head of Learning Support 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 Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021, 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 Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer/School Co-ordinator

Our Examinations Officer will:

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

Training, support and guidance

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

Training

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

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will be given copies of Pearson Grading Checklist, Pearson Using Grade Descriptors and Exemplification Checklist, Pearson Grading for Summer 2021 - How to arrive at grades, Pearson Quality Assurance Checklist and Ofqual Guidance – Information for centres about making objective judgements 2021.*
- *Teachers will receive the link to Pearson's Summer 2021 Support web page.*
- *Teachers will engage fully with all training and support that has been provided by Pearson.*

Support for newer 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 Heads of Department to teachers less familiar with assessment i.e*
 - *MFL: The Head of Department will provide support for the German teacher and second Spanish teacher.*
 - *Science department: The Head of Department and experienced Biology teacher will provide support for the NQT Biology teacher.*
- *We will put in place additional internal reviews of teacher assessed grades for teachers less familiar with assessment i.e.*
 - *MFL: The Head of Department will review the teacher assessed grades for the German teacher and second Spanish teacher.*
 - *Science department: The Head of Department and experienced Biology teacher will review the teacher assessed grades for the NQT Biology teacher.*

Use of appropriate evidence

This section of our Centre Policy indicates how 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 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021.

Please note that you may use more than one approach, particularly across different qualifications. If this is the case, please select all of the approaches you will be taking.

A. Use of evidence	
<i>Outline of assessment approach</i>	<i>Please select a minimum of one option (Yes/No)</i>
<i>We will use unseen materials provided by Pearson on the secure release date and will be marked by Pearson</i>	Yes
<i>We will use unseen materials provided by Pearson on the secure release date and will be marked by our centre.</i>	
<i>We will use unseen materials provided by Pearson (after the release date) taken and supervised in centre and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	Yes
<i>We will use unseen materials provided by Pearson (after the release date) taken in non-supervised conditions and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	
<i>We will use other evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	
<p>We will not use unseen materials on the secure release date for the following reasons:</p> <ul style="list-style-type: none"> • <i>Teachers need more time to cover more of the curriculum in order for students to be able to sit unedited exam papers.</i> • <i>Test dates are too early in the third term for our students to adequately prepare in order to demonstrate their skills and knowledge to the best of their ability.</i> • <i>COVID protocols, class bubbles and staffing restrictions make it extremely difficult to run the unseen tests on the release dates alongside the running of external exams for other year groups for a different exam board.</i> • <i>Some students would have to sit a large number of tests in one day which may prevent them from demonstrating their skills and knowledge to the best of their ability.</i> • <i>Not all subject teachers managed to complete the curriculum, due to barriers to learning during lockdown, learning losses as a result of online teaching during September 2020 and/or absence due to ill health.</i> 	

- *Time constraints do not allow us to organize full-length exams across all subjects. Where necessary class tests will take place in two sittings during normal lessons, with the content of the second sitting remaining securely stored until the test date.*

This section gives details in relation to our use of evidence. Please provide further details where evidence other than unseen assessments provided by Pearson will be used.

- *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 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 non-exam assessment work (often referred to as coursework), even if this has not been fully completed (GCE Physical Education A Level only).*
- *We will use class or homework to supplement evidence, where necessary.*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study (GCE Physical Education A Level only).*

Options by level and subject

IGCSE

- *Second Language English – Option 1 - Students will sit the unseen assessments on the secure release date and papers will be submitted to Edexcel for marking.*
- *Double Science – Option 3 - Unedited unseen tests for Biology and Physics (B1, P1). Chemistry unseen test for C1 edited to reflect learning losses as a result of lost teaching time due to lockdown and online teaching in Sept 2020 and time lost due to teacher health issues. Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available).*
- *Triple Science awards – Option 3 - Unedited unseen tests for Biology, Chemistry and Physics (B1, B2, C1, C2, P1, P2). Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available).*

IAS /IA Level

- *Biology – Option 3 - Unit 1, 2, 3, 4, 6 (Unseen test unedited); Unit 5 Unseen test edited to reflect learning losses as a result of lost teaching time due to lockdown and online teaching in Sept 2020. Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available). Homework may be used as additional evidence, where appropriate.*
- *Chemistry – Option 3 - Unseen test Units 1,4 - edited to fit in a 60 minute lesson. Unit 2,3,5,6 edited to reflect learning losses as a result of lost teaching time due to lockdown and online teaching in Sept 2020 and time lost due to teacher health issues. Unseen tests supplemented with class tests and mock exams (where available).*

- *English - Option 3 - Unseen materials (unedited). Unseen tests supplemented with assessed paragraphs to cover all assessment objectives, produced in controlled conditions.*
- *French – Option 1 - Unit 1 and 3 - Students will sit the unseen assessments on the secure release date and papers will be submitted to Edexcel for marking; Option 3 - Unit 2 and 4 (Unseen test unedited) sat outside the test window but marked by Pearson. Unseen tests supplemented with class tests sat under exam conditions.*
- *German – Option 1 - Unit 1 and 3; Option 3 - Unit 2 and 4 (Unseen test unedited). Unseen tests supplemented with class tests sat under exam conditions.*
- *History – Option 3 - Units 1,3,4 (Unseen test unedited); Unit 2 edited, to reflect learning losses as a result of lost teaching time due to lockdown and online teaching in Sept 2020. Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available).*
- *Mathematics – Option 3 - Units P1, P2, P3, P4, M1 (Unseen test unedited); Units S1 and D1 edited to reflect learning losses as a result of lost teaching time due to lockdown and online teaching in Sept 2020. Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available).*
- *Spanish – Option 1 - Unit 1 and 3; Option 3 – Unit 2 and 4 (Unseen test unedited). Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available).*
- *Physics – Option 3 - Unseen test Units 1,2,3,4,5,6 - unedited. Unseen tests supplemented with class tests sat under exam conditions and mock exams (where available).*

We provide further detail in the following areas:

Additional Assessment Materials (GCE Physical Education A Level only).

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use 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.*

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 assessment. Any evidence used other than complete papers from Pearson will be checked to ensure the assessment objectives covered roughly match the proportions outlined in the course specifications.*
- 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

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

- *Our teachers will determine grades based on evidence which is at 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 include evidence from earlier in the course to determine grades, where appropriate, which shows performance in a specific unit which has been completed.*
- *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. 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 and will sign a document confirming that they have read it.*
- *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 i.e. AS/A2 Maths and Spanish; IGCSE Biology; GCE AL Physical Education*
- *Where internal standardisation occurs this will involve one or more of the following:*
 - *Individual teachers with the responsibility for grading a specific component comparing their grades with the grades in other components, produced by a different teacher.*
 - *Multiple teachers moderating evidence together.*
 - *Individual teachers marking the work independently and then comparing the grades.*
- *In all cases above, Heads of Department will review evidence and grading across all components.*
- *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.*
- *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 Pearson.*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by Pearson.*
- *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, that is:*
 - *Where the only teacher is a subject teacher, the review will take place with the Head of Department*
 - *Where the only teacher is the Head of Department, the review will take place with the Secondary Assistant Head - Teaching and Learning.*
 - *The Secondary Assistant Head – Teaching and learning will compare outcomes with associated subject areas, where that information exists i.e. comparing Maths with Physics grades; Biology, Chemistry and Physics grades with each other; History with English grades; French with German where appropriate*

- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardization in line with the Ofqual Guidance – Information for centres about making objective judgements 2021 and the school's Equal Opportunities Policy.*

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 series in which exams took place (2017 – 2019 for IAS/IAL subjects; 2018 – 2019 for GCE AL Physical Education).*
- *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.*
- *For IGCSE English as a second language, results will be compared with outcomes from the previous exam board (Cambridge) by the subject teacher. A comparison with results from 2017 - 2019 (A*-U) will consider the change from A*-U to 9-1 by aligning grades 7 to A, 4 to C and 1 to G. A summary of the comparison will be documented in the Assessment Record.*
- *For IGCSE Science (Double Award), a comparison will be made with results from 2017 and 2018 (A*-U) will consider the change from A*-U to 9-1 by aligning grades 7 to A, 4 to C and 1 to G.*
- *For IGCSE Science (Single Sciences), no prior data exists. Only one student is affected.*
- *We will consider variation in outcomes at both subject and centre level during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, address the reasons for this divergence. This commentary will be available for subsequent review during the QA process. This will be produced at subject level by teachers and centre level by the Secondary Assistant Head – teaching and learning.*

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 (see above).*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021 for example, assessment data and evidence not previously considered in the awarding of the original grade.*

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 take into consideration the size of different cohorts during comparisons.*

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, rest breaks) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- *Teacher-assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*

Objectivity

This section of 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.

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 e.g. by using candidate numbers rather than candidate names on assessed work, where appropriate.*

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.*
- *they must read the Ofqual guidance Information for centres about making objective judgements.*

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 and the rationale for any exceptions in the range of evidence.*
- *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 i.e. use of mark books and the assessment record.*
- *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 Pearson.*

Authenticating evidence

D. Authenticating evidence

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

- *Robust mechanisms, 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:*
 - *Following up work suspected not be the student's own, following the school's Plagiarism guidelines.*
 - *Using work that has been produced under supervised conditions in school e.g. mock exams, class tests, past papers completed in class.*
 - *Including work that has been produced under unsupervised conditions, where appropriate, but which is compared with and is the same standard of work produced under supervised conditions.*
 - *Excluding any work not considered the students' own and replacing this work with other evidence.*
- *It is understood that Pearson will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by the Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021 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
<p><i>This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.</i></p> <ul style="list-style-type: none">• <i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i>• <i>All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.</i>• <i>Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.</i>• <i>Key information will be shared with students including information about the range of evidence to be used, the grading process, the marking process, cash-in calculations (IAL only), appeals and results.</i>• <i>Any individual conversations with students relating to the evidence to be used and their views will be documented by the subject teacher along with reasons for the final decision in the Assessment Record.</i>

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
<p><i>This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with Pearson requirements.</i></p> <ul style="list-style-type: none">• <i>Our exam policies regarding malpractice and maladministration, centre policy on conflicts of interest and student presentation on exam procedures have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.</i>• <i>All staff involved have been made aware of these policies, and have received training in them as necessary.</i>• <i>All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:</i><ul style="list-style-type: none">○ <i>breaches of internal security;</i>○ <i>deception;</i>○ <i>improper assistance to students;</i>

- failure to appropriately authenticate a student's work;
- over direction of students in preparation for 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 Pearson during the External Quality Assurance and appeal stages; and
- failure to keep appropriate records of decisions made and teacher-assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of 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.

- *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 if 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 Pearson 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 Pearson requirements for External Quality Assurance as set out in the Pearson Guidance on the Determination of Grades for International A/AS Levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 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 based have 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 Pearson 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 Pearson, 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 international A/AS and international GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *All students will receive ResultsPlus login details.*
- *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 Pearson, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days.*

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

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

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the Pearson Guidance on the determination of grades for International A/AS levels and International GCSEs for May/June 2021 and, for GCE AL Physical Education, JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 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.*
- *Arrangements will be in place for the timely submission of appeals to Pearson, 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.*