

# Landau Forte College Derby Centre Policy template

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FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



# Centre Policy for determining teacher assessed grades – summer 2021: Landau Forte College Derby

## 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.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, [Ofqual](#), the [Joint Council for Qualifications](#) and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

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## 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, Alison Brannick will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Landau Forte College Derby 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.

#### **Executive Leadership team (including Head of Centre and Vice Principal in charge of Assessment and Examinations)**

Our Executive leadership team will:

- Agree in principle the format for the Assessment process and support the cascading of a consistent process to Subject leaders and then learning tutors within teams
- Provide training and support for subject leaders and teams
- Quality assure grades entered at all 4 stages of the process to ensure accuracy, consistency and authenticity.
- Ensure that there is a consistency between teams on their assessment plan both in terms of assessment rigour and curriculum coverage.

#### **Subject leaders**

Our subject leaders will:

- Cascade training and support to our other staff within their team
- Produce a subject assessment template outlining the evidence and assessment guidelines for all 4 stages of the process.
- Support the Head of Centre and Executive team in the quality assurance of each grade entered at all 4 stages of the process.
- Ensure that staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.

- Ensure teachers have the information required to make accurate and fair judgments.
- Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- Identify and record any variations for Individual students from the standard Assessment process.
- Securely store evidence for Assessments during the process and submit to the examinations team following final grade entries.

### **Learning Tutors**

Our learning tutors (class teachers) will :

- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgements based on what each student has been taught (and with the correct allocation of depth as detailed in area curriculum plans) and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.

### **SENCO and IN team**

Our SENCO and IN team will:

- Ensure that all learning tutors are aware of the access arrangements and reasonable adjustments for students that they teach.
- Ensure that for students who have agreed access arrangements or reasonable adjustments (for example a reader or scribe) that these arrangements are in place for any material used to collect evidence for Assessment Points 2 and 3.
- Advise class teachers on evidence gathered for Assessment Point 1 to assess whether it has taken place without an agreed reasonable adjustment or access arrangement. In these circumstances, the assessment will be removed from the basket of evidence and obtain alternative evidence obtained.

### **Examinations Officer and Data Manager**

Our Examinations Officer and Data Manager will:

- Be responsible for the administration of our final teacher assessed grades (along with the Vice Principal in charge of examinations) and for managing the post-results services.
- Ensure that the examinations conducted for Assessment Point 2 are conducted and invigilated in accordance with the same process and standards as per a set of external examinations.
- Be responsible for monitoring and collating any students that have individual variations to the standard Assessment Process
- Securely store Assessment evidence for students at the end of the process, ready for external QA and/or 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.

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

- All staff have taken part in a full range of ongoing CPD to ensure that they are able to assess student progress accurately, consistently and fairly against specific grade criteria.
- All internal gradings entered throughout the year are moderated by subject team leaders and quality assured by the Executive team.
- There is a clear policy already for subject areas to moderate all internal data entered. This has been revised and updated to provide additional guidance this year. This ensures that all internal grades for all 'data drops' in all years are subject to the same robust moderation standards. A summary of this is:

### ***During/ after Data entry – Moderation process***

*\* Grades are entered in a team meeting (this is to be the scheduled during the week of every data entry). All class teachers who are entering data take student books, teacher files and assessments along with them. Subject leaders will QA this process to ensure the data entered is accurate.*

*\* Data manager will produce a consistent data analysis sheet for every Subject leader and class teacher.*

*\* Class teachers will create action plans based on the needs arising from the data.*

*\* Subject leaders will update the team action plan with the summary of needs as identified through the data collection.*

*\* Subject leaders will share the data analysis overview and their action and impact in their next Exec line meeting.*

*\* Prior to the next A&E data collection for the same year group, the impact of the actions identified at class teacher level and Subject leader level will be evaluated in Exec line meetings.*

As such, all subject areas are used to moderating performance data in their teams and having their decisions open to scrutiny from subject leaders and the Executive team.

- All subject leaders underwent a process of ongoing centre-based training from the start of March to develop a subject assessment template, interface with materials and support provided by examination boards and agree on specific assessment evidence to support grades entered. This was quality assured by the executive team.
- All grades entered at all 4 stages of the process are entered collectively as a team, never in isolation and moderated collaboratively.

- Relevant training and support that has been provided by the Joint Council for Qualifications and the awarding organisations will be cascaded down for appropriate staff on an ongoing basis.

### **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*

- All NQTs and RQTs have benefitted from a package on ongoing mentoring and centre-based training since starting at the College.
- All internal gradings entered throughout the year are moderated by subject team leaders and quality assured by the Executive team with particular scrutiny on those entered by NQTs and RQTs. No grades are entered in isolation and are moderated collectively as a team. Where concerns are raised, additional support and training is offered to staff accordingly.

## 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 where it is possible to do so and made available for the purposes of external quality assurance and appeals.
- We will be using a 4 stage process with 3 grades entered between the end of March and end of May and these 3 grades then used to decide on an overall best-fit final grade which will be reported back to the examination boards by 18<sup>th</sup> June.
- Assessment grade 1 will be entered by teams between 29<sup>th</sup> March and 1<sup>st</sup> April and then re-visited at the end of the process to take into account the final 7 weeks of studying. This will be a teacher assessment grade based on student performance over the period of studying the qualification to-date.
- Assessment grade 2 will be entered by teams following a set of trial examinations taken by students between 12/4/21 and 23/4/21. Grades will be based solely on the performance in the examination and will be entered between 3/5/21 and 7/5/21. These grades will also be ranked during the moderation process to ensure a high level of quality assurance.
- Assessment grade 3 will be entered by teams following a set of subject specific assessments taken by students between 10/5/21 and 21/5/21. Grades will be entered by between 23/5/21 and 28/5/21. These grades will also be ranked during the moderation process to ensure a high level of quality assurance.
- The Final Assessment grade will be a best fit of all three Assessment grades and will be entered in the Week beginning 7/6/21. Final QA will take place and grades will be submitted to examination boards by 18/6/21. These grades will also be ranked for internal use, during the moderation process to ensure a high level of quality assurance.
- We will use non-exam assessment (NEA) work in relevant subjects as a contributor to one of the 3 Assessment grades used even if this has not been fully completed. Whether this forms Assessment grade 1, 2, or 3 is subject dependent and justified accordingly on the specific Subject Assessment Template.
- For Assessment Grade 2, we will use student work produced in Trial examinations conducted using previously unseen examination material (wherever possible\*) and marked according to organisation markschemes with reference to organisation specific grade boundaries.
- For Assessment Grade 3, we will use centre-devised tasks that are constructed from previously unseen examination material (wherever possible\*) that reflect the specification, and marked according to organisation markschemes. In practical subjects, such as Drama, Performing Arts and PE, students will be assessed on some practical performance in line with organisation marking guidelines

- For Assessment Grade 1, we will use a range of qualitative and quantitative evidence from students' work over the whole period of studying the qualification. This will include substantial class or homework, work that took place during remote learning, previous trial examinations and in-class assessments.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as Drama, performing Arts and PE.
- In Art, students' overall final grade will be judged purely on their portfolio of evidence. There will be no interim Assessment Grades produced.
- For Assessment Point 2, we will (where necessary) remove questions or elements of questions which focus on an element of the specification that hasn't been taught at all (or hasn't been taught to the depth that would normally be expected based on subject area curriculum maps)
- Likewise, for assessment Point 3, subject areas will assess students only on taught material that has been covered the depth as detailed on subject area curriculum maps.
- Where appropriate, we will use additional assessment materials during the period of April and May to enable further evidence to be collected to support the overall Final Assessment grade.
- For students who maybe absent for one or more of Assessment Points 2 and 3, contingency measures will be put in place. These are detailed in the section on contingency planning.

\* Wherever possible, the College will use unseen examination material. The College will only use material that remains in secure exam board portals and is not accessible publically. However, the College is mindful that the process is not fool-proof and is aware that some examination board material produced for supporting schools contains previously unseen material and that these questions may be accessible in advance to students. The College will mitigate this by analysing student performance in Assessment points 2 and 3 and where any student performance significantly exceeds that of Assessment Point 1, the College will investigate the matter and may choose not to use a specific assessment as evidence. In these cases, a specific record will be taken and alternative evidence used to arrive at the final grade.



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

- For Assessment Points 2 and 3, material will be previously unseen (\*wherever possible) by students and the assessments will be conducted with a high level of control and supervision as per an external examination.
- For evidence contributing to Assessment Point 1, areas will consider the level of control under which each piece of evidence was produced and take this into account in deciding upon a grade. For example, material produced under a high level of control will be weighted higher than material conducted under a lower level of control. However, the process will be underpinned by professional teacher judgement at all times.
- 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 and will not use material where we cannot reasonably be sure that it is the student's own work. In the case of student absence during either of Assessment Points 2 or 3, measures taken are detailed in the section on contingency planning.
- In deciding on material for Assessments Points 2 and 3, we will consider the specification and assessment objective coverage of each assessment as well as the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments. This will be quality assured by the Executive team at the start of the process to ensure a level of consistency between different subjects.

## 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.
- The final grade will be a best fit grade taking into account the grades entered at Assessment Point 1 (Teacher Assessment), Assessment Point 2 (Trial exam) and Assessment Point 3 (Subject Specific Assessment), the evidence supporting each grade and the grade criteria produced by examination boards.
- Our subject teams will moderate as a team each grade entered at each Assessment Point and this will be quality assured by the Executive team at each stage. Grades entered for Assessment Points 2, 3 and the Final Grade will be ranked for internal use to ensure a high degree of quality assurance.
- Our subject leaders will identify and record on their subject assessment template where any individual student's grading is based on any variation of the process and the reasons for this (e.g. periods of self isolation, illness at time of Assessment Points 2 or 3 etc.)

## 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 final teacher assessed grades read and understand this Centre Policy document.
- We have and will continue to ensure that all teachers are provided with necessary 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
- Areas moderate all internal grades issued in all years during data drops. This same process of moderation (detailed on page 5) is well established within the College and has been refined and updated for the process of Teacher Assessed grades.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that the subject area carries out an internal standardisation process at each Assessment Point.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the Executive team line manager.
- Where appropriate, subject leaders will amend individual grade decisions to ensure alignment with the standards outlined by the awarding organisation and to be consistent with other grades awarded within the subject area. Cohort grades will then be compared at each stage with previous national examination performance for that subject as detailed in the next section.
- The Executive team will quality assure grades entered at each stage and oversee any internal standardisation process.
- Final grades for each student will be signed off by 2 staff (normally the class teacher and subject leader) or in the case of subjects with only one teacher the class teacher and executive line manager.
- 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. All staff involved in the process will receive updated training on unconscious bias prior to making their final grade judgement.

## 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 exams took place (2017-2019 where available for the subject) and also June 2020 where the College was satisfied that its Centre Assessed Grades were accurate, internally quality assured and reflected the potential performance of the cohort.
- Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale. This is particularly relevant for GCSE Product Design and GCSE Business Studies.
- We will consider the relative prior academic performance of each subject cohort based on comparative KS2 data.
- We will consider the size of each subject cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- At each Assessment Point and with the final awarded grade, the executive team will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- The Executive team will advise subject leaders where cohort performance appears too high or too low compared to historic performance of the subject and prior attainment of the cohort. Subject leaders will then re-assess the grades awarded and through adherence to the centre policy, make any necessary amendments.
- In the event that there is significant divergence from the qualifications-levels profiles attained in previous examined years, we will provide a clear justification of the evidence which address the reasons for this divergence. This commentary will be available for subsequent review during the external QA process.

*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 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 a reader or scribe) we consistently make every effort to ensure that these arrangements are in place as a normal part of their student day to day working on an ongoing basis. Hence any evidence considered for Assessment Point 1 (Teacher Assessment of performance across the period of the qualification) should have been undertaken with access arrangements in place.
- For Assessment Points 2 and 3, we will ensure that all students with agreed access arrangements or reasonable adjustments receive these adjustments for the duration of the assessment.
- Where it is believed that an assessment, used for gathering evidence, has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and obtain alternative evidence.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. E.g. if a student is ill for Assessment Point 2, then their final grade will be based on evidence from Assessment Points 1 and 3. Further details are given in the next section.
- Where appropriate, we will seek to use additional assessment evidence collected during April and May to support the Final teacher Assessment grade, where, for example, students have missed Assessment Points 2 and/or 3.
- We will record, as part of the Subject Assessment Template, 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, the Examinations Officer will monitor and record any instances where Special Consideration during Assessment Points 2 and 3 is required and advise the subject leader accordingly. This will be in line with [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

## Addressing disruption/differential lost learning (DLL) and Contingency Planning

**B. Addressing Disruption/Differentiated Lost Learning (DLL)**

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

- Teacher assessed grades will be determined based on evidence of content that has been taught and assessed for each student. Specification Material that has not been taught to students (or has not been taught with the required amount of depth as detailed in subject areas curriculum plans) will not be assessed or taken into account.
- Where students are ill during either of the Assessment 2 or Assessment 3 processes and cannot complete the assessments, the College will aim to gather alternative evidence prior to the end of May and/or greater weight for the final grade will be placed on the grade Assessment Point 1 (Teacher Assessment).
- Where students are in self-isolation during either of the Assessment 2 or Assessment 3 processes, the College will try to facilitate students completing the assessments at home providing the same level of control as per students completing the assessments in College can be established. In these situations, the College will seek written confirmation from parents/carers and the students themselves that the assessments remained unseen prior to completion and that they will be completed by the student in controlled, timed conditions. The College will mitigate this process by analysing student performance in the assessment and where any student performance significantly exceeds that of Assessment Point 1, the College will investigate the matter and may choose not to use a specific assessment as evidence. In these cases, a specific record will be taken and alternative evidence used to arrive at the final grade.
- In the event of a wider school closure affecting more students and either of the Assessment Points 2 or 3 cannot be completed in College, attempts will be made to allow students to demonstrate their evidence by completing the assessments at home. Assessments will be posted online at a specific time and students will have to submit their evidence electronically (this may involve some re-design of assessments.) Students and Parents will be asked to provide written confirmation that they conducted the assessments in controlled conditions.
- In the event that the College is lacking sufficient evidence due to extended closure throughout April and May 2021, measures will be taken so that the assessments for Assessment Point 3 will be conducted with remote invigilation over the platform Microsoft Teams.
- Grades at each point of the 4 stages will be stored in 3 separate spaces and entered in following order:
  - 1) College secure internal drive (within each subject area, accessed only by the subject team and monitored by the subject leader) *then entered by teams onto:*
  - 2) SIMS MIS assessment system (grades made read-only after entry and amended only by the Data Manager, Vice Principal and Head of Centre) *then exported by data manager onto:*
  - 3) SISRA Analytics, web-based software. (Accessed only by Data Manager, Vice Principal and Head of Centre)

In the event of College closure, all 3 areas are accessible off-line by Data Manager, Vice Principal and Head of Centre.

In the event of a Cyber Attack/failure of College back-up systems, the data will be accessible from SISRA which is not connected to any College systems.

## 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. All staff within the process will undergo additional training on unconscious bias and objectivity. This will take place in April 2021 before final decisions on teacher assessment grades are made. The school will make relevant checks to ensure that all staff involved in the process undergo the training

Subject Leaders and the Executive team 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.
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware (and reaffirmed through the specific training) that:

- unconscious bias can skew judgements
- the evidence presented should be valued on 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
- they should be vigilant and alert to challenging bias whether unconscious or conscious and know to report immediately to their subject leader (or Executive line manager where subject leader not available or the source of the bias)

## 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 subject leaders 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 Assessment Points 2 and 3 and for Assessment Point 1, a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- There is a clear timeline of the process and the timings of each Data Entry Point. This is given on the next page.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).



LFC Centre Assessment Policy complete[4].docx

Week	T4Wk2	T4Wk3	T4Wk4	T4Wk5	Easter Break	T4Wk6	T4Wk7	T4Wk8	T4Wk9	T4Wk10	T4Wk11	T4Wk12	May Break	T5Wk1	T5Wk2
Week Beginning	08/03/2021	15/03/2021	22/03/2021	29/03/2021		12/04/2021	19/04/2021	26/04/2021	03/05/2021	10/05/2021	17/05/2021	24/05/2021		07/06/2021	14/06/2021
Students	Continue delivery / Preparation for trials / Assessment Point 1					Assessment Point 2 (Trial)		Continue delivery and Preparation for Assessment Point 3		Assessment Point 3 (Subject Specific Assessment)					
Subject Areas	Decide on Assessments, Prepare Trial Exam, Decide Qualitative Criteria for Assessment Point 1. Complete Subject Assessment Template following guidance. Access Internal training on deciding on assessments.		Standardise, Mark & Mod Assessment Point 1 (Teacher Assessment)	Enter Data 1 (Teacher Assesmnt)		Continue Internal and External training focusing on standardisation Prepare Subject Specific Assessment		Standardise, Mark & Mod Assessment Point 2 (Trial)	Enter Data 2 (Trial Exams)	Continue Internal and External training, including training on unconscious bias and objectivity		Standardise, Mark & Mod Assessment Point 3 (Subject Specific Assesmnt)		Enter Data 3 (Subject Specific Assesmnt) and Overall Final Grade	QA
Exec/Exams team	Advice and training to teams, signpost external support		Support with Moderation	Advice and training to teams, signpost external support		QA Data Entry 1		Support with Moderation	Advice and training to teams, signpost external support	QA Data Entry 2		Advice and training to teams, signpost external support		QA, Data entry by June 18th	

Key

Assessment Point		Timetables produced for students for Assessments Points 2 and 3
Marking & Moderation		Time, training and support will be made available for Moderation. Final Moderation will have additional time.
Data Entry		Data entered will be a Grade and an rank (all except Assessment Point 1)
QA		

**Landau Forte College – Timeline of Process**

## 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 be achieved as the process will be carefully explained to all subject leaders at the start of the timeline and then cascaded down to all subject staff.
- Monitoring of subject adherence to the process will take place on an ongoing basis throughout the process by the Executive team.
- Regular information will be provided to subject leads and staff throughout the process to ensure consistency of compliance.
- Assessments taken for Assessment Points 2 and 3 will be unseen by the students (\*wherever possible), prepared and seen by a minimal number of staff within each team and conducted in a high control, examination style condition.
- Assessments for Assessment Point 2 will be taken in a traditional external examination style format (exam desks in sports hall) to ensure a high level of control.
- Assessments for Assessment Point 3 will be taken in controlled conditions in lessons with all students within a subject cohort studying the assessment at the same time. Again ensuring a high level of control and assurance that the work can be authenticated as the students' own.
- 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.
- In situations where students are conducting assessments at home, written confirmation will be obtained from parents and students that the assessments were conducted in controlled conditions, that the assessment remained unseen prior to completion and that it constituted the students' own work.

## 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. Staff have been reminded throughout the process of this.
- All tutorial 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, the confidentiality requirements and the appeals process, have been shared with parents/guardians. This has taken place in a range of forms through formal communication and during parents evenings that took place in the Week of 28/3/21

### *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**

*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. Staff have been regularly reminded throughout the process of the expectations on their conduct to minimise and prevent any possibility of malpractice.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
  - breaches of internal security;
  - deception;

- improper assistance to students;
  - failure to appropriately authenticate a student's work;
  - over direction of students in preparation for common assessments;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [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 have been asked to declare in writing any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Staff have been made clear of what constitutes a conflict of interest in this process.
- 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. \(page 9/10\)](#)
- We will also carefully consider the need to separate duties and personnel or to employ additional moderation 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**

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

- The College has 1 student who is resiting 2 A Level subjects as a private candidate. He has studied and attended lessons at the College during the entire academic year and will undergo exactly the same process of assessment as all other candidates. The process has been made clear to him and his parents in the same way as for all internal students.
- The College has 2 students who are studying a specific course at another education provider but are registered at our Centre for the examination. They study full time at the College for all their other subjects. We have shared our expectations with this alternative provider in terms of the rigour of assessment and evidence we would require to support any grade judgement and are in regular contact to ensure that these procedures are adhered to and align closely with the assessment process for all internal candidates for the subjects we offer. The College will ensure that as a result the process for arriving at these grades offers the same level of rigour as the process employed for all candidates in the school. Any divergence from our approach for internal candidates will be 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 will be excluded from our analysis.

## External Quality Assurance

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

### **A. External Quality Assurance**

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

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out by [OFQAL](#) and [JCQ Guidance](#).
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades that can be retained, has been, and can be made available for review as required.
- Relevant members of the Executive team and specific subject leaders will be available to take part in virtual meetings for quality assurance purposes where required.
- 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.
- The College is aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

## Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### **A. Results**

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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

## Appeals

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

### **A. Appeals**

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

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the [JCQ Guidance](#).
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers in May and again in August on receipt of results.