

Murray Park School



Exams policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs N Caley/ Governors	
Date of next review	September 2021

Key staff involved in the exams policy

Role	Name(s)
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Exams officer line manager	Mr P Gregory
Exams officer	Mrs D Boots
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Introduction

Public examinations provide vital assessment information. This assessment gives information to candidates, parents, other educational establishments, local authority, government agencies and employers about knowledge, understanding and skills achieved. To this end Murray Park School participates willingly in the administration of these examinations in the best interest of the students and the school. In addition other internally set and marked examinations may take place at other stages in a student's progress through the school in order to both prepare for public examinations and check student learning

Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- ▶ all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- ▶ the workforce is well informed and supported
- ▶ all centre staff involved in the exams process clearly understand their roles and responsibilities
- ▶ all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times.
- ▶ exam candidates understand the exams process and what is expected of them.
- ▶ exam candidates are given the opportunity to demonstrate the highest achievement of which they are capable and competent
- ▶ Murray Park school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service
- ▶ Curriculum planning, target setting and careers links take into account up to date information on the examination system

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff.

Roles and responsibilities overview

Head of centre

- ▶ Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
[*General regulations for approved centres*](#) (GR)

[Instructions for conducting examinations](#) (ICE)

[Access Arrangements and Reasonable Adjustments](#) (AA)

[Suspected Malpractice in Examinations and Assessments](#) (SMEA)

[Instructions for conducting non-examination assessments](#) (NEA) (and the instructions for conducting coursework)

- ▶ Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring Access Arrangements for exams and assessments.
 - Takes responsibility for responding to the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration which is then kept for inspection purposes. This signed declaration will be kept in the exams office policies folder.
 - ▶ Ensures the exams officer (EO) receives appropriate support from relevant centre staff and enables the EO to attend training and other events offered by awarding bodies, MIS providers and other external providers in order to facilitate the effective delivery of exams and assessments within the centre.
 - ▶ Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENCo)
 - ▶ Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
 - ▶ Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
 - ▶ Ensures **"that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during the examination..."**
- [ICE 6]
- ▶ Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including
 - ▶ the location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examinations materials
 - ▶ appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
 - ▶ access to the secure room and secure storage facility is restricted to the authorised **2-6** keyholders
 - ▶ the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - ▶ that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
 - ▶ Takes all reasonable steps to prevent the occurrences of any malpractice (which includes maladministration) before, during the course of and after examinations have taken place
 - ▶ Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration,

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involving a candidate or a member of staff, are reported to the awarding body immediately

- ▶ Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allows the head of centre to act immediately in the event of an emergency or staff absence)

Exam contingency plan (including Internal Governance Arrangements)

Refer to the 'Exam Contingency Plan' – Teams/Exams/Policies & copy in the exam office policy file

- ▶ Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers

Internal appeals procedures

Refer to the 'Appeals against Internal Assessment & EAR' Teams/Exams/Policies & copy in the exam office policy file

- ▶ Ensures a disability policy for exams showing the centre's compliance with relevant legislation is in place

Disability policy

Refer to the 'Accessibility and Disability Equality Policy' X:Policies & copy in the exam office policy file

- ▶ Ensures a *complaints and appeals procedure* covering general complaints regarding the centre's delivery or administration of a qualification is in place drawn to the attention of candidates and (where relevant) their parents/carers

Complaints and appeals procedure

Refer to the 'Complaints & Appeals Policy (Exams)' Teams/Exams/Policies & copy in the exam office policy file

- ▶ Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child protection/safeguarding policy

Refer to 'Child Protection And Safeguarding Policy' X: Policies & copy in the exam office policy file

- ▶ Ensures the centre has a data protection policy in place that complies with General Data Protection Regulations and Data Protection Act 2018 regulations

Data protection policy

Refer to 'Data Protection Policy' X: Policies & copy in the exam office policy file

- ▶ Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

Access arrangements policy

Refer to Access Arrangement Policy Teams/Exams/Policies & copy in the exam office policy file

- ▶ Ensures staff are only entered for qualifications through the centre as a last resort where entry through another centre is not available
- ▶ Ensures the relevant awarding bodies, before the published deadline for entries, are informed of any declaration/conflict of interest where a candidate is being taught, prepared, entered or sitting exams where a relevant member of centre staff has a personal connection to the candidate
- ▶ Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- ▶ Ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- ▶ Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel

Exams officer

- ▶ Understands the contents of annually updated JCQ publications including:
[General regulations for approved centres](#)
[Instructions for conducting examinations](#)
[Suspected Malpractice in Examinations and Assessments](#)
[Post-results services](#) (PRS)
- ▶ Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ▶ Ensures key tasks are undertaken and key dates and deadlines met
- ▶ Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- ▶ Supports the head of centre in ensuring that awarding bodies are informed of any declaration/conflict of interest involving candidates and relevant members of centre staff before the published deadline for entries
- ▶ Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirement for maintaining the integrity and confidentiality of the exam materials

Senior leaders (SLT)

- ▶ Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
[General regulations for approved centres](#)
[Instructions for conducting examinations](#)
[Access Arrangements and Reasonable Adjustments](#)
[Suspected Malpractice in Examinations and Assessments](#)
[Instructions for conducting non-examination assessments](#) (and the instructions for conducting coursework)

Special educational needs co-ordinator (SENCo)

- ▶ Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
[Access Arrangements and Reasonable Adjustments](#)
- ▶ Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- ▶ If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Head of department (HoD)

- ▶ Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
- ▶ Ensures teaching staff keep themselves updated with awarding body subject teacher-specific information to confirm effective delivery of qualifications
- ▶ Ensures teaching staff attend relevant awarding body training and update events

Teaching staff

- ▶ Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- ▶ Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- ▶ Attend relevant awarding body training and update events

Invigilators

- ▶ Attend training, update, briefing and review sessions as required
- ▶ Provide information as requested on their availability to invigilate
- ▶ Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- ▶ Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

Site staff

- ▶ Support the EO in relevant matters relating to exam rooms and resources

Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

The exam cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

- ▶ planning
- ▶ entries
- ▶ pre-exams
- ▶ exam time
- ▶ results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Information sharing

Head of centre

- ▶ Directs relevant centre staff to annually updated JCQ publications including [GR](#), [ICE](#), [AA](#), [SMEA](#) and [NEA](#) (and the instructions for conducting coursework)

Exams officer

- ▶ Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
- ▶ Signposts relevant centre staff to JCQ information that should be provided to candidates
- ▶ As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- ▶ Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- ▶ Collates all information gathered into one central point of reference
- ▶ Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- ▶ Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- ▶ Collects information on internal exams to enable preparation for and conduct of Mock Exams

Head of department

- ▶ Responds (or ensures teaching staff respond) to requests from the EO on information gathering
- ▶ Meets the internal deadline for the return of information
- ▶ Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- ▶ Notes the internal deadlines in the annual exams plan and directs teaching staff to meet these

Access arrangements

Head of centre

- ▶ Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- ▶ Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments
- ▶ Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENCo

- ▶ Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements
- ▶ Gathers **evidence** to support the need for access arrangements for a candidate
- ▶ Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- ▶ Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- ▶ Gathers signed **data protection notices** from candidates where required
- ▶ Applies for **approval** through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- ▶ Employs good practice in relation to the Equality Act 2010
- ▶ Liaises with the EO regarding exam time arrangements for access arrangement candidates
- ▶ Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- ▶ Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments

Word processor policy (exams)

Refer to 'Word Processor Policy' & Word Processor statement
Teams/Exams/Policies and copy in the exams office file

- ▶ Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Separate invigilation within the centre

SENCo will identify students who require separate invigilation. A candidate must have an established difficulty under Access Arrangements and Reasonable Adjustments. Murray Park School will adhere to the JCQ regulations and guidance when granting separate invigilation.

Senior Leaders, Head of department, Teaching staff

- ▶ Support the SENCo in determining and implementing appropriate access arrangements
- ▶ Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations (see word processor policy Teams/Exams/Policies)

Internal assessment and endorsements

Head of centre

- ▶ Provides fully qualified teachers to mark non-examination assessments
- ▶ Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate (or parent/carer) to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- ▶ Ensures a non-examination assessment policy is in place for GCSE qualifications which include components of non-examination assessment

Non-examination assessment policy

Refer to 'Non-examination assessment policy' Teams/Exams/Policies & copy in exam office policy file

- ▶ Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement or reported to the awarding body if a candidate has already signed the authentication statement

Senior leaders

- ▶ Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- ▶ Ensure appropriate internal moderation, standardisation and verification processes are in place

Head of department

- ▶ Ensures teaching staff delivering GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- ▶ For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body **including by JCQ if appropriate**
- ▶ Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- ▶ Ensure appropriate instructions for conducting internal assessment are followed
- ▶ Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (non-examination assessments, social media) prior to assessments taking place
- ▶ Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- ▶ Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- ▶ Signposts teaching staff to relevant JCQ *information for candidates* documents that are annually updated

Invigilation

Head of centre

- ▶ Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- ▶ Ensures, if contracting supply staff to act as invigilators or to facilitate an access arrangement, that such persons are competent and fully trained, understanding what is and what is not permissible
- ▶ Determines if additional invigilators will be deployed in timed Art **exams** in addition to the subject teacher to ensure supervision of candidates is maintained at all times

Exams officer

- ▶ Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- ▶ Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- ▶ Provides a training event for new invigilators on the instructions for conducting exams and an annual update event for the existing invigilation team so they are aware of any changes

- ▶ Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- ▶ Ensures invigilators are briefed on the access arrangement candidates in their exam room (and that these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- ▶ Collects evaluation of training to inform future events

Entries: roles and responsibilities

Estimated entries

Exams officer

- ▶ Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
 - EO will contact the relevant HOD at the beginning of the academic year to confirm any estimated entries via email
 - EO will update any previous estimated entries if and when required
- ▶ Makes candidates aware of the JCQ Information for candidate – Privacy Notice at the start of a vocational qualification or when entries are being processed for a general qualification
 - A candidate handbook is issued to all candidates as they begin KS4 which includes the JCQ notices for candidates

Head of department

- ▶ Provides information requested by the EO to the internal deadline
- ▶ Informs the EO immediately of any subsequent changes to information

Final entries

Exams officer

- ▶ Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- ▶ Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- ▶ Confirms with HoDs final entry information that has been submitted to awarding bodies
- ▶ Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
 - EO will create exam entry marksheets for the HOD to check before the deadline for entries has passed.

- EO will submit entries to the exam board once all entries have been confirmed by HOD

Head of department

- ▶ Provides information requested by the EO to the internal deadline
- ▶ Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - ▶ changes to candidate personal details
 - ▶ amendments to existing entries
 - ▶ withdrawals of existing entries
- ▶ Checks final entry submission information provided by the EO and confirms information is correct

Late entries

Exams officer

- ▶ Has clear entry procedures in place to minimise the risk of late entries
- ▶ Charges any late or other penalty fees to departmental budgets

Head of department

- ▶ Minimises the risk of late entries by
 - ▶ following procedures identified by the EO in relation to making final entries on time
 - ▶ meeting internal deadlines identified by the EO for making final entries

Re-sit entries

Head of department

- ▶ Inform the EO of any students who they wish to re-sit a component if applicable
- ▶ Will only consider a re-sit if this is in the best interest of the candidate
- ▶ The fee for re-sit component will normally be met by Murray Park School
- ▶ Will meet internal deadlines to ensure fees are kept to a minimum

Exams Officer

- ▶ Will inform the HOD of any components that are eligible for re-sits
- ▶ Will liaise with HOD to ensure all deadlines are clear to avoid late fees
- ▶ Will check all candidates are eligible for a re-sit before submitting to the exam board

Private candidates

Private candidate entries will be accepted under the following criteria

- ▶ they are entering for an examination that the school has entries for
- ▶ there is no internal assessment for the qualification
- ▶ the candidate pays examination fee, administration fee and any other additional fees that may be incurred for their entry

- ▶ payment is received before an entry is made

Examination Office will liaise with the private candidate to inform them of the following

- ▶ key dates for entries and exam dates
- ▶ qualification title and details of entry
- ▶ any fees
- ▶ identification requirements
- ▶ results release dates and agree a method for receiving results
- ▶ collection of certificates

Candidate statements of entry

Exams officer

- ▶ Provides candidates with statements of entry for checking

Teaching staff

- ▶ Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- ▶ Confirm entry information is correct or notify the EO of any discrepancies

Pre-exams: roles and responsibilities

Access arrangements

SENCo

- ▶ Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- ▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- ▶ Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
- ▶ Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- ▶ Issues individual exam timetable information to candidates and informs candidates of any contingency day awarding bodies may identify in the event of national or local disruption to exams
- ▶ Prior to exams issues relevant JCQ information for candidates documents
- ▶ Where relevant, issues relevant awarding body information to candidates
- ▶ Issues centre exam information to candidates including information on:
 - ▶ exam timetable clashes
 - ▶ arriving late for an exam
 - ▶ absence or illness during exams
 - ▶ what equipment is/is not provided by the centre
 - ▶ food and drink in exam rooms
 - ▶ wrist watches in exam rooms
 - ▶ when and how results will be issued and the staff that will be available
 - ▶ the post-results services and how the centre deals with requests from candidates
 - ▶ when and how certificates will be issued

Access to scripts, reviews of results and appeals procedures

Refer to the 'Appeals against Internal Assessment & EAR' Teams/Exams/Policies, copy in exam office policy folder & displayed on exam notice board

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Internal assessment and endorsements

Head of centre

- ▶ Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENCo

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- ▶ Assess and authenticate candidates' work
- ▶ Assess endorsed components

- ▶ Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Head of department

- ▶ Ensures teaching staff assess and authenticate candidates' work to the awarding body requirements
- ▶ Ensures teaching staff assess endorsed components according to awarding body requirements
- ▶ Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- ▶ Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline
- ▶ Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline

Exams officer

- ▶ Keeps a record to track what has been sent
- ▶ Logs moderated samples returned to the centre
- ▶ Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- ▶ Authenticate their work as required by the awarding body

Invigilation

Exams officer

- ▶ Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on appointment and updates experienced invigilators annually
- ▶ Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader/scribe in maintaining the integrity of the exam)
- ▶ Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- ▶ Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

SENCo

- ▶ Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- ▶ Provide information as requested on their availability to invigilate throughout an exam series

JCO inspection visit

Exams officer or Senior leader

- ▶ Will accompany the Inspector throughout the visit
- ▶ Should the Head of Centre not be available the contingency staffing from the Leadership team to stand in is: Head of Centre to Deputy Head Curriculum to Assistant Head KS4 (line manager Exams)

SENCo or Senior leader (in the absence of SENCo)

- ▶ Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- ▶ Should the SENCo not be available the Head of Centre will meet with the JCO inspector and present the SEND evidence

Seating and identifying candidates in exam rooms

Exams officer

- ▶ Ensures a procedure is in place to verify candidate identity including private candidates

Verifying candidate identity procedure

Centre Candidates are identified:

- By teaching staff before they enter the exam room
- By senior staff as they enter the exam room
- By candidate cards placed on the exam desk
- By the seating plan available in the exam room
- By the exam register

Private candidates are identified:

- By photographic identification when entering for the exam
- This photographic identification will need to be taken into the exam room for the invigilator to check, it should then be placed out of reach for the duration of the exam
- In cases where it is impossible to identify a candidate due to religious clothing such as a veil, the candidate will be identified by a member of staff of the same gender in a private room, where they will be politely asked to remove the religious clothing for identification purposes
- Candidates will be informed of these procedures in advance
- ▶ Ensures invigilators are aware of the procedure

- ▶ Provides seating plans for exam rooms according to JCQ and awarding body requirements and ensures candidates with access arrangements are identified on the seating plan

Invigilators

- ▶ Follow the procedure for verifying candidate identity provided by the EO
- ▶ Seat candidates in exam rooms as instructed by the EO/on the seating plan

Security of exam materials

Exams officer

- ▶ Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- ▶ Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be placed in the secure storage facility
- ▶ Ensures the secure storage facility contains only current and live confidential material including live confidential exam stationary provided by the awarding body for the use of candidates in their assessment

Reception staff

- ▶ Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for placing in the secure storage facility

Teaching staff

- ▶ Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams officer

- ▶ Produces a master centre exam timetable for each exam series
- ▶ Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort)
- ▶ Identifies exam rooms and specialist equipment requirements
- ▶ Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- ▶ Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- ▶ Liaises with the SENCo regarding rooming of access arrangement candidates

SENCo

- ▶ Liaises with the EO regarding rooming of access arrangement candidates

- ▶ Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff

- ▶ Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

Alternative site arrangements

Exams officer

- ▶ Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- ▶ Will inform the JCQ Centre Inspection Service by submitting a JCQ *Alternative Site arrangement* notification through CAP (or through awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Centre consortium arrangements

Exams officer

- ▶ Process applications for Centre Consortium arrangement through CAP to the awarding body deadline (or through awarding body where a qualification may sit outside the scope of CAP)

Head of department

- ▶ Informs the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

- ▶ Liaises with the host or entering centre, as required
- ▶ Processes requests for Transferred Candidate arrangements through CAP to the awarding body deadline (or through awarding body where a qualification may sit outside the scope of CAP)
- ▶ Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

Internal exams

Exams officer

- ▶ Prepares for the conduct of internal exams under external conditions
- ▶ Provides a centre exam timetable of subjects and rooms
- ▶ Provides seating plans for exam rooms
- ▶ Requests internal exam papers from teaching staff
- ▶ Arranges invigilation

SENCo

- ▶ Liaises with teaching staff to make appropriate arrangements for access arrangement candidates
- ▶ Liaises with EO to ensure appropriate arrangements are in place for candidates

Teaching staff

- ▶ Provide exam papers and materials to the EO
- ▶ Support the SENCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Access arrangements

Exams officer

- ▶ Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- ▶ Has a process in place to deal with emergency access arrangements as they arise at the time of exams
 - ▶ applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Candidate absence policy

As soon as a candidate is identified as being absent from an exam they (or parent/carer)

- ▶ will be contacted by a member of centre staff
- ▶ informed of the latest time they must be in school to sit the exam without informing Awarding Body
- ▶ informed if they arrive after this time the circumstances will be reported to the Awarding Body and it is their decision if to accept their paper
- ▶ informed that external examinations cannot be re-scheduled for another date
- ▶ informed of the consequences of not attending for examinations
- ▶ informed they will be charged the exam entry fee for any unauthorised absences

Invigilators

- ▶ Are informed of the policy/process for dealing with absent candidates through training
- ▶ Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

- ▶ Are re-charged relevant entry fees for unauthorised absence from exams

Candidate behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised materials* below.

Candidate late arrival

Exams officer

- ▶ Ensures that candidates who arrive very late for an exam are reported to the awarding body through CAP to timescale
- ▶ Warns candidates that their work may not be accepted by the awarding body

Invigilators

- ▶ Are informed of the policy/process for dealing with late/very late arrival candidates through training
- ▶ Ensure that relevant information is recorded on the exam room incident log

A candidate who arrives after the start of the exam may be allowed to enter the examination room and sit the exam [ice 21]

At MP a candidate who arrives more than 15 mins after the start of the exam will normally be sat with candidates with AA where the invigilator can manage their exam timings more accurately without too much disruption from other candidates, this may not be possible if another room or invigilator is not available, therefore the candidate would be managed in the main exam room.

A candidate who arrives late more than 1 hour after the published start time will be deemed 'Very Late'. The EO will explain to the candidate that this will be reported the Awarding Body and their paper may not be accepted. The exam paper will be sent with the other papers as normal and a JCQ/VLA form will be completed and sent to the Awarding Body.

Conducting exams

Head of centre

- ▶ Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- ▶ Ensures exams are conducted according to JCQ and awarding body instructions
- ▶ Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

Dispatch of exam scripts

Exams officer

- ▶ Dispatches scripts as instructed by JCQ and awarding bodies
- ▶ Keeps appropriate records to track dispatch

Exam papers and materials

Exams officer

- ▶ Organises exam question papers and associated confidential resources in date order in the secure storage facility
- ▶ Attaches erratum notices received to relevant exam question paper packets
- ▶ Collates attendance registers and examiner details in date order
- ▶ Regularly checks mail or email inbox for updates from awarding bodies
- ▶ In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks day, date, time, subject, unit/component and tier of entry if appropriate, immediately before a question paper packet is opened and this check is recorded
- ▶ Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Exam rooms

Head of centre

- ▶ Ensures that on the day of the exam, relevant internal tests, mock exams, revision or coaching sessions for candidates will not be held in the designated exam room(s)
- ▶ Ensures only authorised centre staff are present in exam rooms
- ▶ Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

Food and drink in exam rooms

Water in a clear bottle with the label removed will be allowed in the exam room. All other food and drink is not allowed unless for medical reasons.
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Exams officer

- ▶ Ensures exam rooms are set up and conducted as required in the regulations
- ▶ Provides invigilators with appropriate resources to effectively conduct exams
- ▶ Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- ▶ Ensures sole invigilators have an appropriate means of summoning assistance
- ▶ Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- ▶ Provides authorised exam materials which candidates are not expected to provide themselves
- ▶ Ensures invigilators and candidates are aware of the emergency evacuation procedure

- ▶ Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

- ▶ Ensure a documented emergency evacuation procedure for exam rooms is in place
- ▶ Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

Emergency evacuation policy

Refer to 'Emergency Evacuation Procedure' Teams/Exams/Policies, Exam Office Policy Folder & displayed on exam notice board

Site staff

- ▶ Ensure exam rooms are available and set up as requested by the EO
- ▶ Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- ▶ Ensure fire alarm testing does not take place during exam sessions

Invigilators

- ▶ Conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates

- ▶ Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- ▶ Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Managing behaviour

- ▶ The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room

Senior leaders

- ▶ Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- ▶ Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- ▶ Provides an exam room incident log in all exam rooms for recording any incidents or irregularities

- ▶ Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- ▶ Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

Malpractice

See *Irregularities* above.

Special consideration

Senior Leader - exams

- ▶ Gathers evidence which may need to be provided by other staff in centre or candidates
- ▶ Prepares supporting statements

Exams officer

- ▶ Processes appropriate requests for special consideration to awarding bodies
- ▶ Submits requests to awarding bodies to the external deadline

Candidates

- ▶ Provide appropriate evidence to support special consideration requests, where required

Unauthorised materials

Arrangements for unauthorised materials taken into the exam room

Candidates will store any unauthorised items in their bags before entering the exam room. Bags will be left at the side of the room, out of reach for the duration of the exam. Candidates will have the opportunity to hand over any unauthorised materials before the start of the exam.

Candidates may take wrist watches into the exam but they must be removed from their wrist and placed on the exam desk in full view of the invigilator. Smart watches will not be allowed.

Invigilators

- ▶ Are informed of the arrangements through training

Internal exams

Exams officer

- ▶ Briefs invigilators on conducting internal exams
- ▶ Holds scripts for collection by subject leaders

Heads of Subject

- ▶ Collect scripts from the EO in main venue and confirm scripts match attendance register

Invigilators

- ▶ Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Internal assessment

Head of department

- ▶ Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- ▶ Ensures work is returned to candidates or disposed of according to the requirements

Managing results day(s)

Senior leaders

- ▶ Identify centre staff who will be involved in the main summer results day(s) and their role
- ▶ Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

- ▶ Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Results day programme

- ▶ Candidates will collect their results from the school on the morning of the unrestricted release date for results.
- ▶ The school cannot guarantee that there will be someone available after this time/date to issue results until school returns in September
- ▶ Results will only be given to the candidate unless written permission is given by the candidate for another person to collect on their behalf
- ▶ Results can be posted if the candidate provides a stamped addressed envelope
- ▶ Results will only be emailed to the candidate in exceptional circumstances and only if the school can verify it is the candidates personal email address or the candidate has given written permission for their results to be sent to a parent/carer.

- ▶ Covid-19/Coronavirus: if the pandemic is in circulation the school will decide whether to release the results virtually using Go4Schools. Candidates will be informed in advance if this is the case. In this circumstance a team of senior staff only will be available at school to cover enquiries and no students, parents or other staff will be permitted on site without prior appointment.
- ▶ Under no circumstances will results be sent directly to a college or 6th form.

Site staff

- ▶ Ensure the centre is open and accessible to centre staff and candidates, as required

Accessing results

Heads of centre

- ▶ Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results candidates

Exams officer

- ▶ Informs candidates in advance of when and how results will be released to them for each exam series
- ▶ Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- ▶ Resolves any missing or incomplete results with awarding bodies
- ▶ Issues statements of results to candidates on issue of results date
- ▶ Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- ▶ Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- ▶ Understands that in the event of an awarding body initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised

Exams officer

- ▶ Provides information to candidates (including private candidates) and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*)
- ▶ Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- ▶ Provides a process to record requests for services and collect candidate informed consent (**after** the publication of results) and fees where relevant
- ▶ Submits requests to awarding bodies to meet the external deadline
- ▶ Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes

- ▶ Updates centre results information, where applicable

Teaching staff

- ▶ Meet internal deadlines to request the services and gain relevant candidate informed consent
- ▶ Identify the budget to which fees should be charged

Candidates

- ▶ Meet internal deadlines to request the services
- ▶ Provide informed consent and fees, where relevant

Analysis of results

Data Manager

- ▶ Provides analysis of results to appropriate centre staff
- ▶ Provides results information to external organisations where required
- ▶ Undertakes the *secondary school and college (key stage 4/16-18) performance tables September checking exercise*

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Issue of certificates procedure

- ▶ Certificates will be presented on 'Certificate Evening' a date organised by the school. Any certificates not collected on this evening can be collected from the school after this date
- ▶ During the circulation of Covid-19 certificates will be available for collection only by prior phone call

Candidates

- ▶ May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Retention of certificates policy

- ▶ Any certificates not collected will be kept by the exam officer for 5yrs after issue. Any certificates not collected will be sent to be destroyed securely by Shredall

Retention of records: roles and responsibilities

Exams officer

- ▶ Keeps records as required by JCQ and awarding bodies for the required period
- ▶ Keeps records as required by the centre's records management policy
- ▶ Provides an exams archiving policy that identifies information held, retention period and method of disposal

Murray Park School



Policy for Determining Teacher Assessed Grades – Summer 2021

All Teacher Assessed Grades decisions will follow advice and guidance issued by Ofqual, the Awarding Bodies (AQA, City & Guilds, Eduqas, OCR, Pearson) and the Joint Council for Qualifications.

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.*

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 will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Murray Park 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 decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

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

Teachers/ Specialist Teachers / SENDCo

Our teachers, specialist teachers and SENDCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and*

reliable reflection of the assessed evidence available for each student.

- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *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

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.*
- *Training will include a group marking workshop for each major assessment piece. This will be held prior to teachers marking their completed papers.*
- *Heads of Department will be involved in CPD led by our Key Stage 4 lead focussed on moderation and standardising methods that will be implemented by all departments.*
- *The Senior Leadership Team and Heads of Department will receive training on the documentation that will be adopted by the School as advised by JCQ.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. In the majority of cases this will be internally, however, we will allow support from external schools where we do not have a senior specialist.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

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

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed if the Head of Department feels it adds accuracy to the Teacher Assessed Grade.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework, including work that took place during remote learning if the Head of Department feels that a student requires more evidence.*
- *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 in performance-based subjects such as music, drama and PE.*

We provide further detail in the following areas:

Additional Assessment Materials

- *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 our Teacher Assessed Grades. Heads Of Department will outline the following guidelines on the Record of Assessment documentation provided by JCQ:

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

Determining teacher assessed grades


This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

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

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record in conjunction with the Head of Department for each subject cohort. Any necessary variations for individual students will also be shared with an agreed explanation of the variation placed in the student evidence folder.*
- *Information for teaching staff will follow clear processes as per the example overleaf.*

EXAMPLE OF PROCESS FLOW TO BE USED:

		<h3>Mock 2 –Process and Procedure</h3>	
1 - Mock 2 exam preparation			
15th – 19th March			
<p>Assessment papers to be created and checked by line manager: Q1 – Do these papers include official unseen questions? Q2 – Is the content appropriate for the 45 minute limit? Q3 – Has a range of assessment objectives and types of questions been included in the assessment paper? Q4 – Do the official grade boundaries for the paper need to be adjusted to match the bespoke papers?</p>			
2 - Mock 2 exam window opens			
22nd March			
<ul style="list-style-type: none"> Students will sit assessment papers in classroom settings under exam conditions. Access arrangements to be coordinated by SENDCo and exams officer to ensure all student entitlements are in place. 			
3 – Marking and standardisation process			
March 22 nd - April 1 st			
<ul style="list-style-type: none"> Standardisation takes place by the HoD and key staff; departments may wish to collaborate with other schools. HoD/key staff to train the departmental staff how to use and apply the specific mark scheme created for each bespoke examination. Example answers are used in this process. Teachers to mark their own class exams and input mock 2 exam raw marks, not grade achieved, into Go4Schools mock 2 column on their class marksheet. Teachers to begin to input comments to create the Personal Improvement Plan on Go4schools. 			
4 – Mock exam window closes			
April 1 st			
5 – Moderation			
To be completed by April 20th			
<ul style="list-style-type: none"> Moderation takes place with the whole department with further collaboration with other schools if required. Adjustments to be signed off by HoD. Any adjusted marks to be inputted into Go4Schools. Grade boundary check with SLT line manager and HoD. Assessment to be stored securely by HoD in case of a future appeal. This can come in the form of an evidence portfolio file. 			
6 – Final grade submission			
To be completed by April 21st			
<ul style="list-style-type: none"> Teacher to input agreed final grade for each student on Go4schools in the mock 2 grade collection column. The final mock 2 grade should incorporate any non examination assessment e.g practical/coursework assessment. 			
7 – Mock 2 grades and Personal Improvement Plan finalised			
To be completed by April 22nd			
<ul style="list-style-type: none"> Personal Improvement plan issued to students in hard copy and electronic form. Academic meetings held with key students. 			
<p>✓ I hereby declare that the above process was adhered to during the mock 2 assessment window.</p>			
Role:	Name	Signature	Date
Subject Teacher (if applicable)			
Head of Department			
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

This section gives details of our approach to internal standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the Head of Department or Line manager, whoever has the greatest subject knowledge.*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

Comparison of teacher assessed grades to results for previous cohorts

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

Comparison of Teacher Assessed Grades to results for previous cohorts

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

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will include Centre Assessed Grade information from 2020 to reflect the changes made within the School in recent years.*
- *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.*
- *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 for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

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.*

Access Arrangements and Special Consideration

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence 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: [JCO – 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.
- In the event of a local or national lockdown teacher assessed grades will be based on any evidence collated during Key Stage 4.
- We have the capacity to remotely supervise our candidates through our virtual school platform.

Objectivity

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

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and 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.*

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

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

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*
- *Grades are uploaded to an online external storage system (Go 4 Schools) with controlled access to records.*
- *Internal download is carried out by the Data Manager after each assessment cycle.*
- *Servers are backed up every 24 hours.*
- *Original hardcopies of assessment pieces will be placed in evidence files and kept in the exam store by authorised key holders.*

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.*
- *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

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

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of 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.*
- *All staff involved have been made aware via CPD video (Malpractice training for Staff 2020-21.mp4) 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 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.*

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.

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.*
- *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

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

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*

- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

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

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including 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.*

Timeline to be used during Spring 2021 (for staff, candidates and parents)

TEACHER ASSESSED GRADES 2021

Working out your grade	Evidence	Results and appeals
<ul style="list-style-type: none"> Graded by teacher judgement Not graded by an algorithm School and college assessments can continue You'll only be assessed on what you've been taught Your teacher will tell you what evidence is used to grade you Private candidates to work with a school, college or exam centre to provide evidence for them to be graded 	<ul style="list-style-type: none"> Mocks, tests and work already done can be used as evidence Non-exam assessment should continue Non-exam assessments can be used as evidence even if incomplete Art & design grade based only on your portfolio Teachers can use question banks provided by exam boards if they want to Results will be based on completed and future work, so keep doing your best! 	<ul style="list-style-type: none"> Results days: A2 and A level: 10 August - 12 August If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college. <p style="text-align: center; font-weight: bold;">You can find out more details from your school, college or exam board, or by visiting the Ofqual website</p> <p style="text-align: center;">www.gov.uk/ofqual</p>

MURRAY PARK SCHOOL

1 st March	22 nd March - 1 st April	5 th - 16 th April	3 rd - 14 th May	17 th May - 11 th June	24 th May	18 th June	12 th August	15 th August onwards	November
Return to school	Mock 2	1 week Holidays	1 internal Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
<p style="text-align: center; font-weight: bold;">Nationals:</p> <ul style="list-style-type: none"> ✓ The Mock 2 assessment window will allow teachers to check current levels of attainment and inform us of any areas of weakness. ✓ Staff will analyse the performance of each student in order to provide them with a bespoke plan in preparation for the upcoming external exams. ✓ Students will receive feedback in the form of a diagnostic report and support will be provided in lesson time which will help students to address weak areas. ✓ Students will subsequently be able to focus their revision on areas of need. ✓ To help with student well-being, the frequency and duration of these mock examinations will be relatively reduced. 					<p style="text-align: center; font-weight: bold;">Logistics:</p> <ul style="list-style-type: none"> ✓ These papers will include official unseen questions. ✓ Each paper will last no more than 45 mins. ✓ Only core subjects will be carrying out more than one paper. ✓ Papers will be completed in classrooms under examination conditions. ✓ Students and parents will be informed of the results via Go4Schools. 				

1 st March	22 nd March - 1 st April	5 th - 16 th April	3 rd - 14 th May	17 th May - 11 th June	28 th May	18 th June	12 th August	15 th August onwards	November
Return to school	Mock 2	1 week Holidays	1 internal Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
<p style="text-align: center; font-weight: bold;">Rationale:</p> <ul style="list-style-type: none"> ✓ In order to increase confidence and address areas of need we plan to offer a variety of revision workshops during the Easter holidays. ✓ Student and staff well-being is important to us, therefore attendance will be optional but recommended. ✓ Each workshop will be delivered by one of our subject specialists. 					<p style="text-align: center; font-weight: bold;">Logistics:</p> <ul style="list-style-type: none"> ✓ The schedule will begin on April 6th. ✓ Workshops will run from 10:00-12:00 and 12:30-14:30. ✓ Students will be asked to sign up prior to the Easter holidays. ✓ All subjects will be invited to take part. ✓ The schedule will be sent to parents via text and email. 				

1 st March	22 nd March - 1 st April	5 th - 16 th April	3 rd - 14 th May	17 th May - 11 th June	24 th May	18 th June	12 th August	15 th August onwards	November
Return to school	Mock 2	1 week Holidays	1 internal Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
<p style="text-align: center; font-weight: bold;">Rationale:</p> <ul style="list-style-type: none"> ✓ Teachers should determine the grades as late in the academic year as possible, however, we must allow time for a subsequent standardisation period. ✓ Teachers must assess their students' performance, only on what content has been delivered to them. ✓ We must use a broad range of evidence across the taught content to determine grades. 					<p style="text-align: center; font-weight: bold;">Logistics:</p> <ul style="list-style-type: none"> ✓ These papers will include unseen questions supplied externally by the exam board. ✓ We are due to receive further information on the format of these assessments late March. ✓ Teachers will receive information and training on how to apply the mark scheme. ✓ Papers will be completed in classrooms under examination conditions. ✓ Students and parents will be informed of the results via Go4Schools. 				

1 st March	22 nd March - 1 st April	5 th - 16 th April	3 rd - 14 th May	17 th May - 11 th June	24 th May	18 th June	12 th August	15 th August onwards	November
Return to school	Mock 2	1 week Holidays	1 internal Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
<p style="text-align: center; font-weight: bold;">Nationals:</p> <ul style="list-style-type: none"> ✓ As far as possible, teachers should use the same types of evidence to form a judgement. ✓ Teacher Assessed Grades should be moderated across the cohort that studied that subject. ✓ Teachers should act with transparency and integrity. ✓ Students will be awarded a grade based on evidence. ✓ To remain transparent parents and students will be informed which forms of evidence have been used to determine the Teacher Assessed grade. 					<p style="text-align: center; font-weight: bold;">Logistics:</p> <ul style="list-style-type: none"> ✓ 17th May - Standardisation and consultation begins. ✓ 28th May - Leavers' Day. ✓ By 28th May - Students and parents informed of which examples of work have been used to determine Teacher Assessed grade. ✓ By 11th June - All Teacher Assessed Grades submitted. ✓ By 18th June - All grades checked and signed off by head teachers. 				

1 st March	22 nd March - 1 st April	5 th - 16 th April	3 rd - 14 th May	17 th May - 11 th June	24 th May	18 th June	12 th August	15 th August onwards	November
Return to school	Mock 2	1 week Holidays	1 internal Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
<p style="text-align: center; font-weight: bold;">Nationals:</p> <ul style="list-style-type: none"> ✓ We understand that the Year 11 cohort have had to endure a difficult end to their time at Murray Park School. ✓ We wish to provide the opportunity for staff and students to say farewell and celebrate what is the end of a challenging school year. 					<p style="text-align: center; font-weight: bold;">Logistics:</p> <ul style="list-style-type: none"> ✓ The logistics of this event will be confirmed nearer the time based on the latest Covid guidelines. 				

9 th March	22 nd March - 1 st April	5 th - 18 th April	3 rd - 14 th May	1 st - 11 th June	7 th May	18 th June	12 th August	13 th August onwards	November
Return to school	Mock 2	Easter Holidays	External Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
Rationale: <ul style="list-style-type: none"> The school will offer pastoral support on results day. Where required the school will provide careers advice and act as a link between Murray Park and any next destination. The school will be available to discuss any initial grade discrepancies. 					Logistics: <ul style="list-style-type: none"> The logistics of this event will be confirmed nearer the time based on the latest Covid guidelines. Our aim is to host a face-to-face results day where we can offer support in person. Grades will also be released on Go4Schools. 				

9 th March	22 nd March - 1 st April	5 th - 18 th April	3 rd - 14 th May	1 st - 11 th June	7 th May	18 th June	12 th August	13 th August onwards	November
Return to school	Mock 2	Easter Holidays	External Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
Rationale: <ul style="list-style-type: none"> Every student will have the right to appeal their grade if they so wish. The school will implement a transparent process to ensure that all teacher assessed grades are submitted based on evidence. Appeals are not likely to lead to adjustments in grades where the original grade is a reasonable exercise of academic judgement supported by the evidence. Grades can go up or down as the result of an appeal. 					Logistics: <ul style="list-style-type: none"> If a student wishes to appeal, centres should undertake an initial process review to check all processes were followed correctly and no errors were made. If the school or college finds an error, they can submit a revised grade to the exam board. If the student still wants to appeal, they will ask their school or college to submit a formal appeal to the exam board. In cases of disagreement between the centre and the exam board, or if the student disagrees with the centre or the exam board, the case can be referred to Ofqual's Exams Procedure Review Service (EPRS). 				

9 th March	22 nd March - 1 st April	5 th - 18 th April	3 rd - 14 th May	17 th May - 11 th June	7 th May	18 th June	12 th August	13 th August onwards	November
Return to school	Mock 2	Easter Holidays	External Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
Rationale: <ul style="list-style-type: none"> Students who are unhappy with their grade, and either have been unsuccessful in their appeal or chose not to appeal, will have the opportunity to sit an examination in the autumn term. 					Logistics: <ul style="list-style-type: none"> Information on resits have not been released as yet, however, we feel they will be held in November 2021. We will inform students and parents when details have been confirmed by the examination boards. Alternatively, student may choose to be entered again in the Summer 2022 examination series. 				

Weighting of evidence:

Rationale: <ul style="list-style-type: none"> As far as possible, teachers should use the same types of evidence to form a judgement. Teacher Assessed Grades should be moderated across the cohort that studied that subject. Teachers should act with transparency and integrity. Students will be awarded a grade based on evidence. To remain transparent parents and students will be informed which forms of evidence have been used to determine the teacher assessed grade. 	<table border="1"> <tr> <td>Evidence of high weighting.</td> <td>Mock 2, completed coursework and externally sat assessments.</td> </tr> <tr> <td>Evidence of medium weighting if required.</td> <td>Mock 1 and class assessments.</td> </tr> <tr> <td>Evidence of low weighting if required.</td> <td>Class work and online assignments.</td> </tr> </table>	Evidence of high weighting.	Mock 2, completed coursework and externally sat assessments.	Evidence of medium weighting if required.	Mock 1 and class assessments.	Evidence of low weighting if required.	Class work and online assignments.
Evidence of high weighting.	Mock 2, completed coursework and externally sat assessments.						
Evidence of medium weighting if required.	Mock 1 and class assessments.						
Evidence of low weighting if required.	Class work and online assignments.						

9 th March	22 nd March - 1 st April	5 th - 16 th April	3 rd - 14 th May	17 th May - 11 th June	28 th May	18 th June	12 th August	13 th August onwards	November
Return to school	Mock 2	Easter Holidays	External Assessment	Standardisation and consultation	Year 11 Leavers' Day	Teacher Assessed Grades Submission	Results Day	Appeal Process	Results
Stage:	Outline:								
Mock 2	This assessment window will use "unseen" question papers on topics that the students have previously covered. They will be carried out in classrooms under examination conditions. Outcomes of these papers will be used to support teacher assessed grade decisions.								
Easter Holidays	To help students prepare for their externally provided assessments we will offer a series of revision workshops, on site with our specialist teachers.								
External Assessment	This assessment window will use materials sent by the examination board. Any content which the cohort have not had the opportunity to study will be removed.								
Leavers Day	This will hopefully be an opportunity to students and staff to say farewell and celebrate. Details will be determined nearer the time based on the latest government guidelines.								
Standardisation and Consultation	This phase will ensure that our Teacher Assessed Grades are accurate and students are aware of the evidence sources we have used to determine the grade we are awarding for each subject.								
Teacher Assessed Grades Submission	At this point all grades will be sent to the relevant examination boards for processing and quality assurance.								
Results Day	We are hoping that the results day will be held on site so that we can celebrate our successes and offer in person support to those students who may need further advice from our careers team.								
Appeal Process	If a student is unhappy with their grade, they may appeal it. Initially this will be done directly with the school.								

Supporting Documents:

When deciding on our Teacher Assessed Grades process, we have adhered to guidelines set out by the DfE. For further information please click on the images below:

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Further information:

For further information the DfE have also produced this documentation that gives a breakdown of the process for students and parents. Click on the icon below for access to these details.

Need support?

If you require further support or clarity on any of the content, please use the following email address. This way we can put you in contact with the most relevant person:

examsupport@murraypark.derby.sch.uk