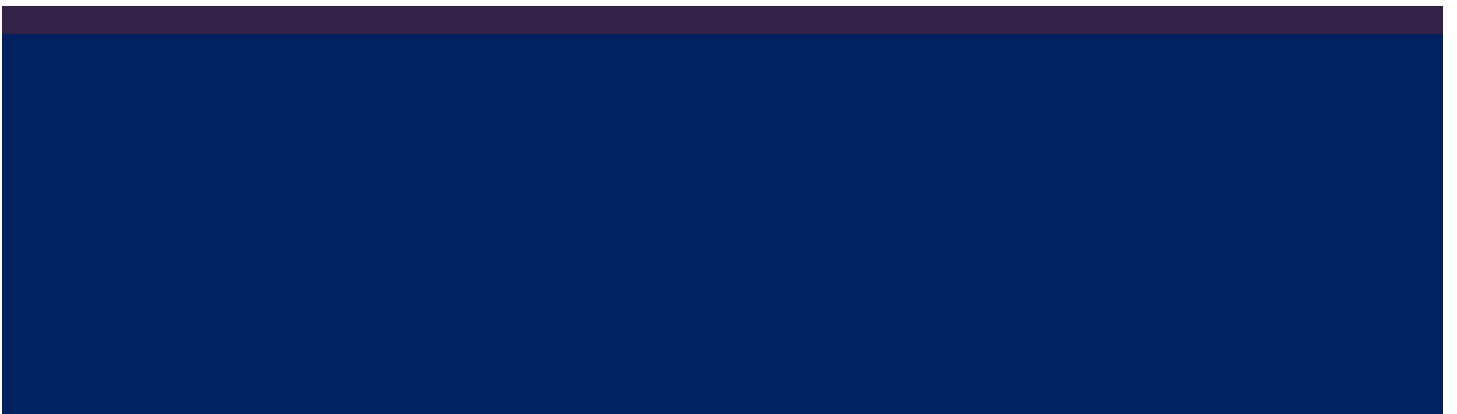


# Winchester College Centre Assessment Policy

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FOR A LEVELS/PRE-US AND GCSES/IGCSES FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades in Summer 2021

### Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. Winchester College, on the basis of advice from ACSL and Farrer & Co, has chosen to base this document on the [template](#) provided by JCQ but adapted it to reflect the individual circumstances of the school.

This policy takes into account the guidance provided in the following documents:

- [\*JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021\*](#)
- [\*JCQ Guidance on maintaining objectivity\*](#)
- [\*CAIE Guidance for deciding school-assessed grades\*](#)
- [\*CAIE Guidance about avoiding bias in determining school-assessed grades in June 2021\*](#)

## Centre Policy for determining teacher assessed grades – summer 2021: Winchester College

### Statement of intent

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

<b>Statement of Intent</b>
<p>This section provides details of the purpose of this document, as appropriate to our centre: Winchester College</p> <p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"><li>• To ensure that teacher-assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</li><li>• To ensure the operation of effective processes with clear guidelines and support for staff.</li><li>• To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</li><li>• To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</li><li>• To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher-assessed grades.</li><li>• To support a high standard of internal quality assurance in the allocation of teacher-assessed grades.</li><li>• To support our centre in meeting its obligations in relation to equality legislation.</li><li>• 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.</li><li>• To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.</li></ul>

## 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, Dr Timothy Hands (Headmaster), will be responsible for approving our policy for determining teacher-assessed grades (TAGs) and school assessed grades (SAGs)
- Our Head of Centre will ensure that the governing body (GoBo) has received this policy.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher-assessed grade 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 will:*

- ensure that all teaching staff who are involved in grading are clear on the school's guiding principles for the awarding of grades.
- provide training and support to all teaching staff who are involved in grading.
- support the Head of Centre in the quality assurance of the final teacher-assessed grades (TAGs) and school assessed grades (SAGs)
- ensure an effective approach within and across departments and in 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 there is clear communication to students and parents regarding the school's assessment policy and its application in the determination of teacher assessed grade (TAGs) and school assessed grades (SAGs).

*Heads of Department (HoDs) will:*

- use their professional judgement to ensure that appropriate evidence is selected within their subject to support judgements about TAGs and SAGs.
- produce for GCSE (and Edexcel IGCSE) and A-level subjects an Assessment Record for each subject cohort that outlines the nature of the assessment evidence being used, the level of control in operation when the evidence was generated, and any other factors that influenced the determination of the final grades awarded. Any necessary variations for individual students will also be recorded.

- produce for CAIE IGCSE and CAIE Pre-U subjects a rationale document for each subject cohort that outlines the nature of the assessment evidence being used, the level of control in operation when the evidence was generated, and any other factors that influenced the determination of the final grades awarded. Any necessary variations for individual students will also be recorded.
- ensure that all teachers within their department make consistent judgements using that 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 that all assessments undertaken are appropriately standardized and moderated and that these processes will form part of the school's internal quality assurance policy.
- ensure teachers have the information required to make accurate and fair judgements.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- ensure that all appropriate evidence selected within their subjects to support judgements about TAGs and SAGs is stored securely and available to release to the awarding organizations during any external quality assurance.

#### ***Examination Officer/Teachers/SENCo***

*Our Examinations Officer, teachers and SENCo will:*

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide TAGs and SAGs for each student they have entered for a qualification.
- ensure that all students who are entitled to access arrangements within assessments receive them in full.
- ensure that the TAGs and SAGs that 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.
- provide all appropriate evidence used to support judgements about TAGs and SAGs to their Head of Department so it is stored securely and available to release to the awarding organizations during any external quality assurance.
- engage fully with all training provided by Senior Leadership, Heads of Department and the awarding organisations to support judgements about TAGs and SAGs.

#### ***Examinations Officer (Operational Duties)***

*Our Examinations Officer will also:*

- be responsible for the administration of our final teacher-assessed grades and for managing the post-results services.
- record any circumstances which might have an impact on a student's performance in an assessment conducted within examination venues, and will supply this information to the student's classroom teacher and the relevant Head of Department.

## 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 for all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- All teachers involved in determining TAGs and SAGs will read this policy and required to make a declaration that they have done so. A formal record will be kept of these declarations.
- HoDs will receive training in how to avoid unconscious bias. This will include reference to the [JCQ module](#) on maintaining objectivity. They will disseminate this training to all teachers in their departments involved in determining TAGs and SAGs. All teachers will be required to make a declaration that they have been trained by their Head of Department.
- HoDs will provide teachers within their department with subject-specific training in best practice for marking, specifically in how to apply mark schemes accurately and consistently (including standardisation).
- HoDs will provide teachers within their department with subject-specific training with respect to moderation.
- HoDs of GCSE and A-level subjects will provide teachers with guidance on how to award a holistic grade this summer.
- HoDs of IGCSE and Pre-U subjects will provide teachers with guidance on how to award a SAG this summer in line with CAIE's published guidance.

### **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*:

- HoDs will provide NQTs and teachers less familiar with assessment with training in marking where required. HoDs will review the marking of NQTs and teachers less familiar with assessment.
- The teacher assessed grades for NQTs and teachers less familiar with assessment will be reviewed by the HoD and Senior Leadership.

## 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.
- 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.
- Heads of Department will exercise their professional judgement as to whether they will use substantial class or homework (including work that took place during remote learning) as appropriate evidence.
- We may 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 the performance-based subject of Music (we do not offer Drama or PE).

We provide further detail in the following areas:

**Additional Assessment Materials (NB: only available for GCSE, IGCSE (Edexcel) and A-level qualifications)**

- We may 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 may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We may use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We may combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We have incorporated two examination windows – one at the end of the Spring Term and the other at the start of the Summer Term where assessments will be conducted under controlled conditions and supervised within an exam hall setting by external invigilators. Work generated in these windows will be standardised and moderated appropriately.
- We will consider evidence gathered within these two examination windows to be more representative of pupil performance in line with JCQ guidance: “More recent evidence is likely to be more representative of pupil performance, although there may be exceptions.”
- We will ask students to confirm work submitted as evidence as being their 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 (TAGs) and school-assessed grades (SAGs).*

### **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. his demonstrated knowledge, understanding and skills across the content of the course that he has 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 Heads of Department, in conjunction with classroom teachers in their departments, will produce an Assessment Record for each subject cohort (at GCSE, IGCSE (Edexcel) and A-level) and will share this with the Senior Leadership Team. Any necessary variations for individual students will also be shared.
- Our Heads of Department, in conjunction with classroom teachers in their departments, will produce a Rationale Document for each subject cohort (at CAIE IGCSE and Pre-U) and will share this with the Senior Leadership Team. Any necessary variations for individual students will also be shared.

## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher-assessed grades, to ensure consistency, fairness and objectivity of decisions.

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal quality assurance**

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

- We will ensure that all teachers involved in deriving teacher-assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades (TAGs)/school assessed grades (SAGs)
  - Marking of evidence (for TAGs and SAGs)
  - Reaching a holistic grading decision (for teacher assessed grades (TAGs))
  - Applying the use of grading support and documentation (for TAGS and SAGs)
  - Making objective judgements and are fully aware of the supporting guidance from OFQUAL, JCQ and the awarding bodies.
- We will conduct internal standardisation and moderation across all grades using a method agreed upon between the Head of Department and the Senior Leadership Team. The method employed by each department will be documented and reviewed prior to the submission of grades.
- In subjects where there is only one teacher involved in marking assessments and determining grades, the entire approach taken will be reviewed by a member of the Senior Leadership Team.
- We will ensure that the Assessment Record (for GCSE, IGCSE (Edexcel) and A-level) will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- We will ensure that the Rationale Document (for IGCSE (CAIE) and Pre-U) will form the basis of internal standardisation and discussions across teachers to agree the awarding of school 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).
- 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.

- For GCSE, IGCSE (Edexcel) and A-level, we will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- For IGCSE (CAIE) and Pre-U, we will compile information on the grades awarded to our students in past June series in which exams took place (2018 and 2019) as described in the CAIE document [How to use portfolios of evidence to decide school-assessed grades](#).
- 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 and IGCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.
- Conversely, we will include grades from GCSEs because we have previously offered these prior to IGCSEs.
- We will bring together other data sources that will help to give 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.
- Where a small cohort is involved we will carefully consider the impact of a single individual, or a small number of candidates, on the historical data.

## Access Arrangements and Special Considerations

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

### **Reasonable adjustments and mitigating circumstances (special consideration)**

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Students will be asked to confirm that the appropriate access arrangements have been in place when assessments have been undertaken. A record of student confirmation will be available for submission to the awarding authorities during the external quality assurance process.
- 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 may have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. Students will be required to inform the centre at the time of the assessment and retrospective reports will be considered on a case-by-case basis. All illnesses and other personal circumstances must be reported to the school before the determination of grades.
- We will record, as part of the Assessment Record (for GCSE, IGCSE (Edexcel) and A-level) and as part of the Rationale Document (for IGCSE (CAIE) and Pre-U), how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.

- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

## Addressing disruption/differential lost learning (DLL)

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

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

- Teacher-assessed grades (TAGs) and school-assessed grades (SAGs) will be determined based on evidence of the content that has been taught and assessed for each student.
- Grades will be based solely on teachers' assessments of the standard at which students are performing and will be based on the student's demonstrated knowledge and skills.
- TAGs will, therefore, not be based upon a student's trajectory, any target grades (including UCAS predicted grades) or baseline tracking data and only on the objective evidence available to support holistic and professional judgements by teachers (for GCSE, IGCSE (Edexcel) and A-level).
- SAGs will, therefore, not be based upon a student's trajectory, any target grades (including UCAS predicted grades) or baseline tracking data and only on the objective evidence available to support judgements made by teachers in accordance with CAIE guidance (for IGCSE (CAIE) and Pre-U).

## Objectivity

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

### **Objectivity**

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

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

Senior Leaders, Heads of Department and Head of Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias; and
- bias in teacher-assessed grades.

To ensure objectivity, all staff involved in determining TAGs and SAGs 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;
- TAGs and SAGs judgements should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- TAG and SAG judgements should not be affected by the performance of their siblings, parental opinions or the knowledge of grades needed to meet a university offer;
- unconscious bias is more likely to occur when quick opinions are formed;
- no bearing should be made to the reliance of students on TAGs and SAGs for university entry or for the need to progress to the next stage of education.

All staff involved in determining TAGs and SAGs will be required to read and confirm understanding of the [OFQUAL guidance](#) on making objective judgements.

Our internal standardisation process will help to ensure that different perspectives are brought to bear within the quality assurance process (Please reference to the earlier section on Internal Quality Assurance).

## Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements for recording decisions and 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 TAGs and SAGs processes operated, including the rationale for decisions in relation to individual marks/grades. The following documentation will be stored securely and available for external quality assurance processes and subsequent appeals:
  - An Assessment Record (including details of individual variations for students where appropriate) to accompany evidence used to support TAGs.
  - A Rationale Document (for CAIE qualifications) to accompany the portfolio of evidence used to support SAGs.
  - A Head of Department checklist.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view (for GCSE, IGCSE (Edexcel) and A-level) 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).
- We are conscious of the need to ensure that our IT systems are robust in response to a data breach or cyber-attack or, indeed, a routine data loss. All electronic records are backed up according to the protocol outlined below by the Director of IT:

*All school data is fully backed up incrementally each day to a secure cloud backup service off site provided by Redstor (<https://www.redstor.com/industries/education/>). In the event of a loss or breach we can fully restore all data appropriately within 24 hours.*

*As an additional back-up – the school will be saving a copy of all TAG/SAG records to a local storage drive which will be subsequently disconnected.*



## 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, which will include the use of assessment data completed under controlled conditions in school, 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.
- Where equivalent assessment data to that outlined above has been gathered under remote conditions, the school has endeavoured to ensure that the level of control is as high as possible, using a system of remote proctoring. Details of the remote proctoring protocol are included in appendix 1 at the end of this policy.
- 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 and school-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.
- This policy, including requirements around sharing details of evidence and the confidentiality requirements, will be shared with parents/guardians on the school's website.

### *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 in determining TAGs and SAGs will be required to read and confirm understanding of these policies.
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
  - a failure to follow school policy relating to access arrangements
  - 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 and school-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. All staff involved in determining TAGs and SAGs will be required to read and confirm understanding of the published JCQ guidance.

### *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](#).
- Where a conflict of interest is identified, written records will be kept of the appropriate action taken by the Head of Centre in managing these. The appropriate action will be communicated to the member of staff declaring the conflict of interest.
- We will also carefully consider the need 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.

<b>A. Private Candidates</b>
This section details our approach to providing and quality assuring grades to Private Candidates.
As we have no private candidates, this is not applicable to Winchester College in Summer 2021.

## 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.

<b>A. External Quality Assurance</b>
<p><i>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.</i></p> <ul style="list-style-type: none"><li>• All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the <b>JCQ Guidance</b>.</li><li>• All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.</li><li>• All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.</li><li>• Instances where student evidence used to decide teacher-assessed grades/school-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.</li><li>• 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.</li><li>• 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.</li></ul>

- 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-level/Pre-U and GCSE/IGCSE 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 will be 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 will be 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students who wish to appeal will be appropriately guided as to the necessary stages of appeals process.
- 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. Current JCQ information for students, parents and guardians can be found [here](#).

## Appendix 1

### Guide for pupils in the use of One Note Class Notebooks and MS Teams software for remote mock examinations

#### Introduction

We will be using One Note Class Notebooks alongside MS Teams to manage the remote proctoring of Mock exams.

You will be assisted in setting up the exam by the remote proctor (either a don or a trained invigilator). The remote proctor will be managing up to 4 boys over the course of the exam.

The exam will be recorded so that the evidence generated from it is sufficiently robust to be used in the generation of a TAG. You, and your parents, will be required to sign that all exam regulations were observed during the course of the exam – this information will be collected using an MS Form at the end of the exam.

#### What you will need to do before each exam

Please ensure:

- The 'live' timetable for the upcoming mocks can be found [here](#). Consult it carefully so that you know when you are sitting an exam.
- You have checked that both web-enabled devices that need to be used in proctoring of the exam are charged and have working cameras.
- If using your phone as the second device, do be aware that - given the fact that it will be connected to a video-conferencing call for a long period of time – it would be wise to keep it plugged in to a charger for the duration of the examination.
- That you have moved any notes/books/second devices away from your desk; these should be removed to another room.
- That you have disconnected any second screens from your device.
- That if using your mobile phone as one of the web-enabled devices, it is used as the second web-enabled device (as your don will ask you to use it to upload work at the end of the exam). Ensure that it has access to MS Teams.
- That you have a pen and paper ready to write/draw your answers if your don has asked you to submit your work in this way. If you are asked to print the exam paper then you should complete your working on the printed paper and submit your work electronically at the end. We envisage that the majority of exams in these sessions will be undertaken in this manner.

#### At the start of the exam

- Join the **SAME** Teams call for your lesson **using both devices**. Join the call 15 minutes before the advertised start of the exam. Remote proctors will be present at that time to assist you. All of the links to the MS Teams calls can be found [here](#).
- The first device – laptop/Surface should be able to record you front on (it should show your full face). This device should be on your Winchester College account.
- The second device – phone/ipad etc must have the MS Teams app installed but **DO NOT** login into your Winchester College account. If it is already logged out you will need to sign out – this should be done through **SETTINGS**.

- The remote proctor will send you the link to the meeting by e-mail and you should **OPEN** that link on the second device.
- The second device – your tablet/phone - should be set up in such a way that you can see the desk where you will be working, the laptop/Surface and your hands. This will involve careful planning in advance of the examination week.
- Your don may ask you to show the area around your desk on camera in order to check that it is clear of notes and other aids.
- Make sure that the audio on the second device is off to eliminate any feedback. You should also be muted.
- The remote proctor will read through the exam instructions and exam regulations (these are to be found on the front of the exam paper).
- You will have received a link to a One Note Class Notebook. This will contain a password protected (locked) version of the exam paper.
- The remote proctor will send you the password to unlock the exam paper in One Note Class Notebook in the Teams chat. They will also have e-mail ready in reserve to send you the paper so that it can be printed readily should you be unable to print from the copy in the One Note Class Notebook. You will be able to complete the papers in the following ways in conjunction with One Note:
  - 1) **If you have access arrangements that give you permission to type** you can type directly into One Note or in word and subsequently copy across into One Note.
  - 2) If you have the ability to handwrite your answers directly into One Note using a Surface pen then you may do so.
  - 3) You can print the paper off and complete your answers on the hardcopy version. This will then need to be scanned into the One Note document at the end of the exam. You will be given time at the end of the exam to do this.

### **During the exam**

- If there are issues you can communicate with the don undertaking the remote proctoring using the chat function in the MS Teams call. You can ask for permission to be unmuted to talk to the supervising don.
- If you need to go to the toilet: please type into the chat that you need to do so and the don will give you permission. They will record this (in line with the approach taken within the physical exam setting).
- If you lose the internet connection then you should indicate in the chat when you are able to re-join the call so that the don can make an adjustment to your end time.
- We understand that there may be issues and this is an additional burden at a stressful time. If things go wrong don't worry – we will make every effort to ensure that you are not disadvantaged.



***At the end of the exam***

- **If you have access arrangements that give you permission to type** – there is nothing left to do.
- **If you have the ability to handwrite your answers directly into One Note** – there is nothing left to do.
- **If you have printed off your paper and completed a hardcopy version** - This will then need to be scanned into the One Note document at the end of the exam. You will be given time to do this.

You will be sent an MS Form through the chat function in the MS Team that you, and your parents, will need to complete to indicate that all exam regulations were adhered to.

**IMPORTANT - PRESERVING THE SECURITY OF THE EXAM (PLEASE READ)**

It is important that you appreciate that the material within the exam **MUST NOT** be shared with any other boy by any means (electronic or otherwise). The material within the exam **MUST** remain confidential. If it is found that you supplied any material relating to the exam to any other candidate, you and the recipient will be disqualified and the evidence generated discounted for both parties. Candidates in different time zones may be sitting exams prior to the remainder of the cohort. You should not feel coerced in any way – any approach made to you regarding sharing information should be reported to the exams officer (Mrs Ridley – [rnr@wincoll.ac.uk](mailto:rnr@wincoll.ac.uk)) and Dr Thomas ([tnt@wincoll.ac.uk](mailto:tnt@wincoll.ac.uk)).

**DATE: 13 03 2021**